Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday February 13, 2025 at 6:15 PM PST

Location

Home Office: 250 E. 1st Street, Suite 1500, Los Angeles, CA 90012

Access to the Board Meeting

Teleconferencing locations are provided at each Magnolia Science Academy school site:

- Magnolia Science Academy-1 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-2 (17125 Victory Blvd, Van Nuys, CA 91406)
- Magnolia Science Academy-3 (1254 E Helmick St, Carson, CA 90746)
- Magnolia Science Academy-4 (11330 W Graham Place, Los Angeles, CA 90064)
- Magnolia Science Academy-5 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-6 (745 S. Wilton Ave, Los Angeles, CA 90005)
- Magnolia Science Academy-7 (18355 Roscoe Boulevard, Northridge, CA 91325)
- Magnolia Science Academy-8 (6411 Orchard Ave, Bell, CA 90201)
- Magnolia Science Academy-Santa Ana (2840 W 1st Street, Santa Ana, CA 92703)
- Magnolia Science Academy-San Diego (6525 Estrella Ave, San Diego, CA 92120)

Any interested parties or community members from remote locations may attend the meeting at any Magnolia Science Academy school, or the addresses where Board Members are joining from.

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

Dialing information for this meeting is included below:
Dial in: 1-669-444-9171
Meeting ID: 978 5606 4990 - **Passcode:** 021250

Zoom: https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMlZpNEZQZVJ3RDBPZz09

Accessibility
In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured. Please contact Jennifer Lara at 213-628-3634 or email jlara@magnoliapublicschools.org with such requests.

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.

Public Comment Procedures
Magnolia Public Schools greatly values public comment during Board meetings. For members of the public who would like to speak, please fill out the Public Speaker Form which can be accessed at magnoliapublicschools.org, there will also be speaker cards to be filled out prior to the beginning of the meeting. By law, the Board is only allowed to discuss or take action on items listed on the agenda. The Board may, at its discretion, refer a matter to MPS staff or add the issue to a future board meeting date for discussion. Public speakers are limited to three (3) minutes and speakers with interpreters up to six (6) minutes.

Please note that the agenda presenting times for when that item will be discussed, or taken action on, is subject to change on the day of the Board meeting to accommodate public speaker times indicated above.

For any questions regarding this meeting please email board@magnoliapublicschools.org or call (213) 628-3634 ext. 21101.

Board Members:
Mr. Mekan Muhammedov, Chair
Ms. Sandra Covarrubias, Vice-Chair
Dr. Umit Yapanel
Dr. Salih Dikbas
Ms. Diane Gonzalez

Student Board Member:
Naim Bayraktar

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:15 PM**
	Opening Items			
A.	Call the Meeting to Order			1 m
B.	Pledge of Allegiance			1 m
C.	Record Attendance and Guests			1 m
D.	Approval of Agenda	Vote		1 m
E.	Public Comments			10 m
F.	Announcements - CEO & Superintendent, Board, Student Board Member			10 m
G.	Approval of Minutes from MPS Regular Board Meeting - January 16, 2025	Approve Minutes		1 m
II.	**Consent Items**			**6:40 PM**
A.	Approval of Updated MPS Health & Safety Policy	Vote	Suat Acar	3 m
III.	**Closed Session**			**6:43 PM**
A.	Public Announcement of Closed Session	FYI		1 m
B.	Conference with Real Property Negotiations (§ 54956.8) Property: 412 W Carl Karcher Way, Anaheim, CA 92801 Agency Negotiator: Alfreddo Rubalcava Negotiating Parties: Magnolia and Anaheim Facilities LLC. Under Negotiation: Purchase and Sale Agreement			30 m
C.	Report Out of Closed Session	FYI		1 m

		Purpose	Presenter	Time
IV.	**Action Items**			**7:15 PM**
A.	Approval of MPS Public Comment Policy	Vote	Alfredo Rubalcava	7 m
B.	Approval of Purchase and Sale Agreement at 412 W Carl Karcher Way, Anaheim, CA 92801	Vote	Patrick Ontiveros	10 m
C.	Approval of Resolution to Affirm Magnolia Public Schools Campuses are a Safe Educational Environment for All Students	Vote	Educational Partners & Development Committee	15 m
D.	Approval of 2025-26 School Safety Plans for All Magnolia Public Schools	Vote	Meagan Wittek	10 m
E.	Approval of Resolution for Notice of Intent to Withdraw from CharterSafe	Vote	Steve Budhraja	10 m
F.	Approval of Pacific Charter School Development as Project Manager for 18120 Sherman Way Project for Magnolia Science Academy-7	Vote	Patrick Ontiveros	10 m
G.	Approval of Construction Manager to Provide Pre-Construction Services for Magnolia Science Academy-2 16600 Vanowen Project	Vote	Patrick Ontiveros	10 m
H.	Approval of Design Build Solicitation for the Magnolia Science Academy-5 Project	Vote	Patrick Ontiveros	10 m
V.	**Information/Discussion Items**			**8:37 PM**
A.	Data Presentation: LCAP Mid-Year Update	Discuss	David Yilmaz	15 m
B.	Facilities Update Report	Discuss	Patrick Ontiveros	10 m
C.	Verbal Update on Magnolia Properties Management (MPM) Inc.	Discuss	Alfredo Rubalcava	10 m
VI.	**Closing Items**			**9:12 PM**
A.	Adjourn Meeting			1 m

Coversheet

Approval of Minutes from MPS Regular Board Meeting - January 16, 2025

Section:	I. Opening Items
Item:	G. Approval of Minutes from MPS Regular Board Meeting - January 16, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on January 16, 2025

APPROVED

Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time
Thursday January 16, 2025 at 6:00 PM

Location
Home Office: 250 E. 1st Street, Suite 1500, Los Angles, CA 90012

Board Members:
Mr. Mekan Muhammedov, Chair
Ms. Sandra Covarrubias, Vice-Chair
Dr. Umit Yapanel
Dr. Salih Dikbas
Ms. Diane Gonzalez

Student Board Member:
Naim Bayraktar

CEO & Superintendent:
Mr. Alfredo Rubalcava

Directors Present
D. Gonzalez, M. Muhammedov, S. Covarrubias, S. Dikbas (remote), U. Yapanel (remote)

Directors Absent
None

Guests Present

J. Lara

I. Opening Items

A. Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Jan 16, 2025 at 6:33 PM.

B. Pledge of Allegiance

Board, staff and guests conducted the pledge of allegiance.

C. Record Attendance and Guests

Refer to attendance information recorded above.

D. Approval of Agenda

D. Gonzalez made a motion to amend the agenda by having Action Item IV N be the first item for discussion once we move on to the action items agenda.
M. Muhammedov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
S. Dikbas	Aye
D. Gonzalez	Aye
M. Muhammedov	Aye
S. Covarrubias	Aye
U. Yapanel	Aye

E. Public Comments

G. Serce, Chief Academic Officer, provided a comment in terms to N. Bayraktar, Student Board Member's initiative. He added that the initiative was a Magnolia wide Mental Health Week on the week of January 27th. He reported that with the support of M. Wittek, Director of Student Services, they brought the idea to the Principals which was supported. He added that more details would be shared at the next Board Meeting.

F. Announcements - CEO & Superintendent, Board, Student Board Member

A. Rubalcava, CEO & Superintendent, announced that on January 7th, 2025 multiple fires broke out in the Los Angeles County region. Fires spread dramatically due to the wind conditions in the area and smaller fires broke out which impacted the air quality around the county. Pacific Palisades fire, Eaton fire, Kenneth fire and Sepulveda fire impacted all the Los Angeles county schools particularly the valley and west Los Aneles sites. He added that many families stayed home on January 8th due to the poor air quality, power outages and anticipated evacuation orders. He added that as the condition

worsened, MPS closed sites on January 9th and January 10th in line with guidance from MPS partners. He added that what happened was devastating and thanked everyone who worked collectively to support the entire educational partners. He thanked essential employees, front line employees at the school sites and first responders. Additionally, he added that they would continue to support the community and employees through this difficult time.

Additionally MPS will be submitting a J-13 A form to material decrease for Magnolia Science Academy (MSA)-1, 2, 4, 5, 6 and 7 and a form for closures for MSA-1, 2, 3, 4, 5 and 7. D. Yilmaz, Chief Accountability Officer, added that the Board will sign those documents for submission.

G. Approval of Minutes from MPS Regular Board Meeting - December 12, 2024

M. Muhammedov made a motion to approve the minutes from Regular Board Meeting on 12-12-24.
D. Gonzalez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

II. Consent Items

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

M. Muhammedov made a motion to approve the School Accountability Report Cards (SARC) for all MPS.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

III. Closed Session

A. Public Announcement of Closed Session

M. Muhammedov, Board Chair, announced that the Board will be going into closed session to discuss conference with real property negotiations and conference with legal counsel - anticipated litigation.

B. Conference with Real Property Negotiations (§ 54956.8)

Item was discussed in Closed Session.

C. Conference with Legal Counsel – Anticipated Litigation

Item was discussed in Closed Session.

D. Report Out of Closed Session

M. Muhammedov announced in Open Session at 8:03pm that the Board discussed conference with real property negotiations in which the Board directed staff to take necessary actions. Board also discussed conference with legal counsel on anticipated litigation and Board directed staff to make necessary steps.

IV. Action Items

A. Approval of MPS School Sponsored Field Trips and Cultural Excursions Policy

M. Wittek, Director of Student Services, stated that the purpose of the policy is to ensure MPS provides opportunities to students to enhance their learning experience by providing opportunities to them to engage with the broader community outside of the school site and be able to bring extracurricular activities to them. She stated that the development stemmed from ensuring there were consistent and clear guidance for all schools to follow regarding field trips. She added that forms and guidance were already in place that met the state requirements and added to the Student/Parent Handbook, but staff determined that a formalized policy was needed. Legal counsel supported in the development. Board Members questions were addressed by staff. The Board requested for staff to continue a review of the policy to also align with the Volunteer Policy and to ensure consistency and clear language. Board will not adopt the policy as is at this time and will revisit at a future Board Meeting.
S. Dikbas made a motion to amend the existing motion and instead to table the item to a later Board Meeting to address the Board's recommendations and feedback.
M. Muhammedov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

U. Yapanel	Aye
D. Gonzalez	Aye
S. Dikbas	Aye
S. Covarrubias	Aye

Roll Call

M. Muhammedov Aye

B. Approval of Updated 2024-25 MPS Employee Handbook

F. Del Carpio, Chief People Officer, reported on the updates made to the Employee Handbook. Centered around AB 2534 are updates made to the criminal background checks, employment verifications in which schools must disclose when an employee has been dismissed for misconduct and/or reported to the CTC. Other updates also include professional boundaries with social media and student conduct, Title IX Coordinator as M. Wittek, Director of Student Services, conflict of interest protocol and expectations, Artificial Intelligence (AI) policy for responsible use of AI in the workplace, and replacing the 401k retirement plan with 403b which is available for all staff. She also discussed further language of prohibited conduct. Board Members questions were addressed by staff.

D. Gonzalez made a motion to approve the 2024-25 Employee Handbook as presented with an effective date of January 1, 2025.

M. Muhammedov seconded the motion.

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

Roll Call

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

C. Approval of Board Resolution for Creation of Position(s) for Magnolia Science Academy-4

F. Del Carpio, Chief People Officer, reported on the importance to enhance the school's momentum for continued success especially leading up to their renewal. She added that they have seen promising indicators such as an increase in enrollment from last year and staff retention meeting LCAP goals. She detailed that the creation of the Dean of Students position would help build the program and focus on enhancing support systems and creating a safe and inclusive environment freeing teachers to focus on instruction. She added that they will also prepare students for success and expand academic support such as dual enrollment programs and college readiness initiatives. They will also be working collaboratively with the SPED Coordinator to support special needs students. E. Rizzuto, Principal at Magnolia Science Academy (MSA)-4, added to the need of the position at the school site to support the school's current needs and responsibilities to student achievement. Board Members questions were addressed by staff.

S. Covarrubias made a motion to approve board resolution #20250116-01 for the creation of a Dean of Students position at Magnolia Science Academy-4 to enhance the school’s educational programs and support services for students.

D. Gonzalez seconded the motion.

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

Roll Call

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

D. Approval of Magnolia Science Academy-3 Action Plan for Success

G. Serce, Chief Academic Officer, presented the updated action plan for success for Magnolia Science Academy (MSA)-3. He stated that the previous action plan was shared with educational partners and after receiving feedback they made adjustments. Those updates include data to reflect the latest dashboard data that became available and included all the research and evidence based references on the action plan. He reported that the actions did not change. This was in collaboration with school site leaders, staff from the Academic Department and C. Ravare, Chief Schools Officer. He added that the updated version would be updated to the petition for MSA-3 to the Los Angeles County Office of Education (LACOE). Board Members questions were addressed by staff.
M. Muhammedov made a motion to approve the updated Magnolia Science Academy-3 Action Plan for Success for the 2024-25 school year and beyond. Incorporating new data, interventions, and research-based practices to ensure continuous improvement in academic performance, attendance, and student well-being.
U. Yapanel seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

E. Approval of 2023-24 Annual Audit Report for all Magnolia Science Academy Schools and the Home Office

S. Budhraja, Chief Financial Officer, presented the 2023-24 fiscal year annual audit report. He reported a clean audit, compliance with all instructional minutes, no adjustments or restatements to the fund balance from the unaudited actuals, good cash position, no material weakness, and no findings for the current year. He added that they worked with the auditors to adjust practices based on the prior year finding related to ASES/ELOP funds which was implemented and the corrective action was made.
S. Dikbas made a motion to approve the 2023-24 Annual Audit Report for all Magnolia Science Academy (MSA) schools and the Home Office (MERF).
S. Covarrubias seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

F. Resolution Approving Charter Material Revision of Magnolia Science Academy-Orange County

M. Rowell, Founding Principal at Magnolia Science Academy (MSA)-Orange County, reported that through connecting with families they found that a large majority reside in the city of Anaheim. She reported that the request is for approval to seek a Material Revision with the Orange County Department of Education and include Anaheim as a potential site. F. Adame, Senior Project Director of Growth & Expansion, added that two districts are named in Anaheim because they have an Elementary School District and High School District. She added that because the petition is K-12 the Material Revision would include both of those districts.
M. Muhammedov made a motion to approve Resolution #20250116-02 that authorizes the material revision submission of Magnolia Science Academy-Orange County's Charter Petition to the Orange County Department of Education and authorize the MPS CEO and Superintendent to take the necessary actions needed to complete the revision process.
U. Yapanel seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

G. Approval of Revisions to the Employee Evaluation Protocols

D. Yilmaz, Chief Accountability Officer, provided background on the process of revamping the employee evaluation protocols. In an effort to have evaluations better aligned with job descriptions and provide more targeted support and professional development opportunities to staff. He added that in collaboration with the People & Culture Department who lead pay scales and job descriptions, these improvements will come in phases. He explained the current evaluation protocols for teaching staff, school leaders and all other remaining staff which include classified/home office/non-teaching staff and revision. F. Del Carpio, Chief People Officer, shared that their goal is to move in a direction of clarity for staff to see how their performance connects to the job description. She added that they have been working with EdFuel. Board Members questions were addressed by staff.

U. Yapanel made a motion to approve the revisions to the Employee Evaluation Protocols.
S. Covarrubias seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
U. Yapanel	Aye
S. Dikbas	Aye
D. Gonzalez	Aye
M. Muhammedov	Aye
S. Covarrubias	Aye

H. Approval of Resolutions Related to the Acquisition and Lease of 18120 Sherman Way (including Acquisition Loan)

P. Ontiveros, General Counsel & Director of Facilities, reported on the proposed authorization to close escrow on the purchase of the property at 18120 Sherman Way (Bank of America Building). In addition, approval of staff authorization to get an acquisition loan for the purchase and to adopt reimbursement resolutions for future long term financing. He provided background of the property and reported on the due diligence that has been done. Board Members questions were addressed by staff.
M. Muhammedov made a motion to approve the following actions: (1) closing of the escrow for the purchase of the property located at 18120 Sherman Way (APN: 2125-036-083) (the “Sherman Way Property”) for a purchase price of Seven Million Six Hundred Thousand Dollars ($7,600,000); (2) obtaining an acquisition loan in an amount equal to the purchase price plus closing costs or such other amount as MPS Staff may deem appropriate (the “Loan”) from CLI Capital (the “Lender”) for the purchase of the Sherman Way Property pursuant to the terms and conditions set forth in the term sheet attached as Exhibit A, provided that MERF will deposit into an escrow account for the benefit of CLI cash in an amount equal to the excess of the loan amount over the $5,825,000 appraised value of the Sherman Way Property, such deposit to be funded by an Intra Company loan to MERF central office from MSA-Bell cash reserves; (3) execution by the MPS CEO, CFO or their designees, of such documents and instruments as may be necessary for MPS to close the Loan, including but not limited to a Loan Agreement, Deed of Trust, Security Agreement, Escrow Agreement, and such other documents as shall be necessary to secure the Loan (the “Loan Documents”); (4) adoption of the reimbursement resolution attached as Exhibit B; and (5) the execution by the MPS CEO and Superintendent, CFO, or their designees, of such documents and instruments as may be necessary to undertake and complete the foregoing actions.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
U. Yapanel	Aye
S. Covarrubias	Aye
S. Dikbas	Aye

Roll Call

D. Gonzalez	Aye
M. Muhammedov	Aye

I. Approval of Intracompany Loan Between Magnolia Science Academy-8 to Magnolia Educational & Research Foundation

S. Budhraja, Chief Financial Officer, reported that this item is related to the purchase and acquisition of 18120 Sherman Way. He reported that there was a gap between the purchase price versus the appraisal value and so in an effort to secure financing and close at a timely manner they are seeking to utilize funds from Magnolia Science Academy (MSA)-8 which the school has approximately $4 million in excess reserves not being put to work in operating costs or any other personnel expenditures in an effort to help support the acquisition of the property. He added that the transaction would allow for MERF to utilize up $2.5 million in order to secure the acquisition of Sherman Way property and provide funds for the loan deposit. Additionally, he reported that the Intra Company Loan will bear interest at the rate of 4% per annum, and that the Intra Company Loan will be repayable with interest on any refinancing of the loan. Board Members questions were addressed by staff.
M. Muhammedov made a motion to approve the Resolution for Intra Company Loans between Magnolia Science Academy Bell & Magnolia Educational & Research Foundation.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

J. Approval of Inspector of Record for Magnolia Science Academy-5 Project at 7111 Winnetka Ave

P. Ontiveros, General Counsel & Director of Facilities, reported on the need of an Inspector of Record for the Magnolia Science Academy (MSA)- 5 project. He provided background of the project and detailed the request for proposal (RFP) process and bids received. Board Members questions were addressed by staff.
M. Muhammedov made a motion to approve the appointment of Knowland Construction Services (KCS) as the Inspector of Record (IOR) for the Magnolia Science Academy-5 construction project at 7111 Winnetka Avenue for a total cost of not to exceed $310,800, with American Engineering Laboratories (AEL) as a secondary option should Magnolia Public Schools be unable to finalize the contract with KCS.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

K. Approval of Inspector for Specialty Inspections for Magnolia Science Academy-5 Project at 7111 Winnetka Ave

P. Ontiveros, General Counsel & Director of Facilities, reported on the request of an Inspector of Specialty Inspections which he added was part of the DSA approval process. He explained the request for proposal (RFP) process and the bids that were received. Board Members questions were addressed by staff.
D. Gonzalez made a motion to approve the contract with Twining for Special Inspection and Testing Services for the Magnolia Science Academy-5 construction project for a total cost of not to exceed $323,770.
M. Muhammedov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

L. Approval of Surveyor for Magnolia Science Academy-5 Project at 7111 Winnetka Ave

P. Ontiveros, General Counsel & Director of Facilities, reported that a request for proposal (RFP) process was done in collaboration with the Construction Manger, Gateway. He reported that through extensive review they viewed IMEG as the most appropriate to conduct the needed services for surveyor for the Magnolia Science Academy (MSA)-5 project. He reported this approval is also a project requirement. Representatives from Gateway added that IMEG's proposal was comprehensive which addressed all the requirements listed on the RFP. Board Members questions were addressed by staff.
M. Muhammedov made a motion to approve contracting with IMEG as the surveyor for staking and surveying services related to the Magnolia Science Academy-5 construction project at 7111 Winnetka Avenue for a total cost of not to exceed $46,450.
S. Dikbas seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Gonzalez	Aye
U. Yapanel	Aye

Roll Call

S. Dikbas	Aye
S. Covarrubias	Aye
M. Muhammedov	Aye

M. Approval of General Contractor for Magnolia Science Academy-5 Project Increment Number 1 Scope of Work

P. Ontiveros, General Counsel & Director of Facilities, reported that the selection of Pro-Craft Construction as General Contractor would be for the increment 1 scope of work for the Magnolia Science Academy (MSA)-5 project. He provided background in regards to the 3 increments. He reported that increment 1 relates to work such as demolition, foundational site work, utilities and items like site logistics. Increment 2 is the construction of the academic building and increment 3 is the construction of the gymnasium. He added that this was a public bid process adhering to the public contract code. He reported on the bids received and the process. Board Members questions were addressed by staff.
M. Muhammedov made a motion to accept the bid received from and approve the selection of Pro-Craft Construction as the General Contractor for the Increment Number 1 Scope of Work for Magnolia Science Academy-5 for a bid of Three Million Nine Hundred Sixty Thousand Dollars ($3,960,000) and an owner's contingency of Two Hundred Thousand Dollars ($200,000) for a total of Four Million One Hundred Sixty Thousand ($4,160,000).
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

N. Approval of Underwriter for Refinancing of 2014 and 2017 Bonds

As per the approval of agenda, this item was discussed first on the action items agenda.

S. Budhraja, Chief Financial Officer, reported that the item is in relations to the outstanding debt MPS has for the schools specifically the 2014 and 2017 bonds. He added that the purpose is to refinance the bonds and take advantage of better interest rates. He reported that they issued a request for proposal (RFP) to identify potential companies to help in this process. He explained the RFP process and the bids collected. He added that they have done an extensive review of the proposals with other administrators. John Buck, Financial Advisor, spoke upon the marketing purposes of the bonds and the rating process adding that Stifel would aid in telling the story of MPS. John Kim, Stifel representative, provided more detail of the firm and what they can bring to MPS. Board Members questions were addressed by staff.

M. Muhammedov made a motion to approve the authorization of Stifel Public Finance as the chosen underwriter for the refinancing of Magnolia Public Schools' 2014 and 2017 bonds.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
U. Yapanel	Aye
D. Gonzalez	Aye
S. Covarrubias	Aye
M. Muhammedov	Aye
S. Dikbas	Aye

V. Information/Discussion Items

A. Data Presentation: 2024-25 MPS Demographics

L. Woods, Director of School Office Data & Accountability, went over the results of the CALPADS Fall 1 submission to the California Department of Education (CDE). She added that before certification, they go through multiple audits and approvals from school leadership and home office staff, looking at the elements before certifying the data. She added Fall 1 reports capture student data elements and enrollments annually on census day. She presented various data from enrollment as an organization and by school site, historical trends, enrollment by grade span, enrollment by ethnicity, enrollment by gender, students with English Learners code, students with EL and disability rates, free and reduced meal rates, unduplicated pupil count, students with GATE rates, foster youth rates and counts, students with disabilities, students experiencing homelessness, immigrant student rates, and CALPADS census demographic dates for 2023-24 and 2024-25. Board Members questions were addressed by staff.

VI. 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 11:54 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Approval of Updated MPS Health & Safety Policy

Section: II. Consent Items
Item: A. Approval of Updated MPS Health & Safety Policy
Purpose: Vote
Submitted by:
Related Material: II_A_Updated Health and Safety Policy.pdf

Agenda Item:	II A: Consent Item
Date:	February 13, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Suat Acar, Chief Operations Officer
RE:	Respiratory Illness Guidelines and COVID 19 Testing Plan (Updated Health and Safety Policy)

Action Proposed:

I move that the Board approve the MPS Respiratory Illness Guidelines and COVID-19 Prevention Plan (updated Health & Safety Policy).

Purpose:

To reflect the current status of law pertaining to COVID-19 protocols, MPS should adopt a new policy that retires its current COVID-19 policy, titled "Magnolia Public Schools COVID-19 Prevention Procedures and Testing Plan" and replaces it with a further pared down plan that focuses on managing respiratory illness generally, while also maintaining provisions to address the last few mandatory COVID-19 requirements in effect.

Background:

During the COVID-19 pandemic, state and local health departments imposed several overlapping, mandatory public health protocols intended to prevent and manage the spread of COVID-19 in schools. To address all the legal requirements on schools, MPS developed a COVID-19 Health and Safety Plan and COVID-19 Illness and Injury Prevention Program Addendum to incorporate the various mandates into school policy. Since then, state and local health authorities have continued to relax and repeal their requirements for COVID-19 response in school sites.

Analysis:

The California Department of Public Health has largely shifted its focus to treating respiratory illnesses more generally, and on February 3, 2025, the Cal/OSHA COVID-19 workplace protocols expired as well, with the exception of a recordkeeping requirement that will continue for one more year. Likewise, Education Code § 32096 continues to require schools to have and post a "COVID-19 Testing Plan."

Impact:

With the proposed health and safety policy the MPS will no longer have a separate COVID 19 policy but a more general respiratory illness response guideline which also includes COVID 19.

Exhibits:

- Respiratory Illness Guidelines and COVID 19 Testing Plan

RESPIRATORY ILLNESS GUIDELINES AND COVID-19 TESTING PLAN

Introduction

The COVID-19 pandemic has ceased to be an everyday concern, yet it and other respiratory illnesses remain causes for concern in an educational environment, due to their ability to disrupt learning, attendance, and the provision of essential educational services, in addition to threatening the health and wellbeing of students and staff

As the mandatory state and county guidelines that previously governed COVID-19 response protocols during the pandemic have largely lapsed, schools are left to develop and carry out their own ongoing response procedures to address respiratory illnesses, including COVID-19, Respiratory Syncytial Virus ("RSV"), influenza, and others. Magnolia Public Schools ("MPS") has set forth the following plan to guide its schools in responding to respiratory illness and in remaining in compliance with the few remaining mandatory COVID-19 legal requirements.

Symptoms of Acute Respiratory Infection

COVID-10, flu, and RSV are examples of acute respiratory infections, and each can have similar symptoms, which can each range from asymptomatic to severe. Symptoms of acute respiratory disease include, but are not limited to: fever/chills, cough, sore throat, runny or stuffy nose, difficulty breathing, body aches, fatigue, and others.

Students and staff experiencing severe symptoms should seek medical care.

General Respiratory Illness Response Guidelines

To support safe, in-person learning and avoid the spread of diseases, schools must be able to identify and manage disease exposures. State law permits schools to exclude anyone with a communicable disease that poses a risk to others. (See Title 17, Cal. Code. Regs., section 2526; Title 5, Cal. Code of Regs. Section 202; California Health & Safety Code section 120230.)

If staff or students present with symptoms of acute respiratory infection, they will be directed to

1. Wear a mask, stay home and away from others, and talk with their healthcare provider about treatment options.
2. Test for COVID-19 and/or flu.

3. Even if testing negative for COVID-19, the student or staff should stay home and away from others until fever-free for 24 hours without medication and symptoms of acute respiratory infection improve. While at home, improve indoor ventilation where possible and consider wearing a mask indoors.
4. Staff and students should practice good hygiene when returning, such as by taking particular attention to washing hands, wearing a mask, and other general good hygiene practices.

Schools should support access to face masks for students and staff to the extent feasible.

No person may be prevented from wearing a mask unless it would pose a safety hazard.
Schools shall encourage good hygiene during periods when respiratory illnesses are frequent. This shall include encouragement and teaching (if necessary) of thorough and proper hand washing technique, provision of an adequate supply of well-supplied handwashing stations/sinks and no touch-trashcans, and discouragement of sharing of personal items like cups, food, utensils, water bottles, lip balm, cell phones, and makeup.

Sending a Student Home

When a student is sent home due to illness, the following should be considered:

1. **Notify the parent/guardian** that the student needs to go home, make arrangements for pickup.
2. **Determine a safe waiting space** where the student can wait, where they will be supervised and monitored until pickup, but where they can be relatively isolated from others.
3. **Offer a face mask** to the student to help prevent spread of disease.
4. **Discuss symptoms and provide guidance** to the parent/guardian on next steps in disease prevention guidance and school policy for returning to school.
5. **Inform parent if illness was reported** to local/state authorities per illness reporting requirements.

Returning to School

For most illnesses, a doctor's note is not required for returning to a school setting. Generally, a student can return when:

1. **Symptoms are improving** and the student feels better and can meaningfully participate in activities.
2. **Staff can meet the student's needs** without being exposed to illness.
3. **Specific symptoms like fever or vomiting have resolved** per the return criteria set forth in the California Department of Public Health Symptom Guidance, found here: https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Schools/SymptomGuidance.aspx

COVID-19-Specific Guidelines (For Los Angeles Schools Only)

Staff and Students who have COVID-19 should:

1. stay home and away from others until fever-free for 24 hours without medication, provided other symptoms are mild and improving;
2. wear a mask for 10 days from symptom onset or first positive test
3. tell close contacts so they can take protective measures.

Staff and Students who are close contacts should:

1. wear a mask for 10 days after last exposure;
2. monitor for symptoms for 10 days after last exposure
3. get tested within 3-5 days from last exposure

Cluster Reporting (For Los Angeles Schools Only)

Schools in the County of Los Angeles should report any concerning respiratory illness clusters (meaning a group of at least 5 people who are ill with acute respiratory infection symptoms, and the cases appear to be linked) to the Los Angeles County Department of Public Health, using the CDPH SPOT Portal, found at https://spot.cdph.ca.gov/

Clusters should be considered "concerning" when there is evidence that standard respiratory illness controls have been ineffective; when an unusually high number of people are identified with acute symptoms that may be linked in time or place to a certain area of the school; when the illness is of increased severity such as when it requires hospitalization; when cases may have been exposed to animals known to transmit respiratory illness; or when the situation is otherwise deemed concerning by school administration or health officials.

COVID-19 Testing Plan

Education Code section 32096 requires schools to maintain a COVID-19 testing plan until 1/1/2026. In keeping with that requirement, MPS hereby adopts the "framework" for testing for COVID-19, as that term is defined by statute. This means that MPS will (i) maintain awareness of COVID-19 testing resources offered by healthcare insurers, and local, state, and federal sources; (ii) facilitate access to at-home testing resources for COVID-19 where possible; (iii) maintain awareness of any state and local guidance on COVID-19 testing strategies; (iv) maintain general awareness of the prevalence of COVID-19 in the community; (v) keep all COVID-19 test results received confidential and shall disclose them only as required by law; and (iv) shall use at-home antigen tests for any tests provided at its school sites.

COVID-19 Recordkeeping

The California Division of Occupational Safety and Health ("Cal/OSHA") regulations governing COVID-19 protocols in the workplace are mostly no longer in effect as of February 3, 2025. However, employers are still required to keep records of all COVID-19 cases among employees until February 3, 2026.

In keeping with this requirement, each MPS school shall keep a record of any employee's positive COVID-19 case, which record shall note the name, contact information, occupation, location where the employee worked, their last date at the workplace, and the date of any positive COVID-19 test or diagnosis. These records must be kept for two years after their creation.

Coversheet

Approval of MPS Public Comment Policy

Section: IV. Action Items
Item: A. Approval of MPS Public Comment Policy
Purpose: Vote
Submitted by:
Related Material: IV_A_MPS Public Comment Policy.pdf

Agenda Item:	IV A: Action Item
Date:	February 13, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Alfredo Rubalcava, CEO & Superintendent Jennifer Lara, Board Secretary
RE:	Approval of MPS Public Comment Policy

Action Proposed:

The motion is for the Board to approve the MPS Public Comment Policy effective immediately.

Purpose:

To solidify practices for efficient MPS Board Meetings and to ensure that we respect the time for members of the community to make public comments at MPS Board Meetings, a policy was drafted to formally document public participation at these meetings.

At Magnolia, we welcome educational partners' perspectives and feedback. With having a formal document in place, with Board's approval, it will clearly outline the guidelines, limits and request submissions. In addition, the language added on all board agendas.

We will have these forms in both English and Spanish and will be posted on the MPS website magnoliapublicschools.org and at our school's websites.

Analysis:

Our legal counsel at Young, Minney, & Corr, LLP aided in the development of the policy.

Exhibits:

- MPS Public Comment Policy

Magnolia Public Schools – Board of Directors

Public Comment Policy

Public Participation at Meetings **POLICY NO. 20250213-01**

All regular, special and emergency meetings of the Board shall be open to the public and the media, except Closed Sessions as authorized by law.

Public Comment Guidelines: At a regular meeting, any person may address the Board concerning any item on the agenda and any other matters under the Board's jurisdiction. At a special meeting, any person may address the Board only concerning the items on the agenda. Due to public meeting laws, the Board can only listen to comments, not respond or take action. However, The Board may give direction to staff to respond to an audience member's concern.

Limits on Public Comment: The total time devoted to presentations to the Board on all public comment (including agenda items and non-agenda items at regular meetings) shall not exceed twenty (20) minutes, unless additional time is granted by the Board Chair. Speakers shall be limited to three (3) minutes to make their comments. Speakers requiring translation are allotted six (6) minutes to make their comments. The time allocated to each speaker may be shortened if needed, depending on the number of speakers. Time may not be shared or granted to other speakers. Additional time may be approved by the Chair for group presentations or other purposes.

Requests to address the Board: Members of the public are encouraged to submit a "Request to Address the Board" form twenty-four (24) hours in advance of the Board meeting. This form should be emailed to Jennifer Lara, Board Secretary, at jlara@magnoliapublicschools.org. Additionally, prior to the beginning of the meeting, members of the public seeking to address the Board shall complete the "Request to Address the Board" form (located in the Board Meeting Room). This form should be given to the Board Secretary or their designee. Speakers will be recognized in the order in which the "Request to Address the Board" form was received.

REQUEST TO ADDRESS THE BOARD

Date: _____

I wish to speak regarding agenda item(s) #_____

or other issues regarding_____

_____

I request _____ minutes to complete my comments and understand that permission for a presentation exceeding 3 minutes requires approval by the Board Chair.

Name (please print) _____

Address _____

Telephone # _____

Signature: _____

Please submit this request to the Secretary of the Board prior to the Board meeting at jlara@magnoliapublicschools.org. The Board Chair will invite comments by the audience during the section of the meeting designated for public comment. Comments will ordinarily be limited to three (3) minutes, unless a longer period is approved by the Board Chair.

4935-3049-4469, v. 1

Coversheet

Approval of Purchase and Sale Agreement at 412 W Carl Karcher Way, Anaheim, CA 92801

Section: IV. Action Items
Item: B. Approval of Purchase and Sale Agreement at 412 W Carl Karcher Way, Anaheim, CA 92801
Purpose: Vote
Submitted by:
Related Material:
IV_B_Purchase and Sale Agreement for the Acquisition of the Property Located at 412 Carl Karcher Way.pdf

Agenda Item #:	IV B: Action Item
Date:	February 13, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent Erdinc Acar, Deputy Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval of Purchase and Sale Agreement for the Acquisition of the Property Located at 412 Carl Karcher Way (Anaheim)

I. Proposed Recommendation(s)

MPS Staff recommends and moves that the Board (1) approve the form of Purchase and Sale Agreement, attached as **Exhibit A** (the "**PSA**"), for the acquisition of the real property located at 412 Carl Karcher Way, Anaheim) (the "**Property**"),, and (2) grant the MPS CEO and Superintendent the authority to negotiate and approve such changes to the PSA as he shall deem necessary and appropriate and in the best interest of MPS, to make a good faith deposit of $100,000 and to sign and deliver the same in order to open escrow for the acquisition of the Property.

II. Background

On May 1, 2024 the Orange County Department of Education ("OCDE") approved MPS's charter petition for four (4) schools serving grades TK to 12 in Orange, Placentia-Yorba Linda, Irvine, and Saddleback. Subsequent to such approval, at the January 16, 2025 Board meeting MPS Staff requested and the Board approved the submission of an application for a material revision to the approved petition in order to serve the City of Anaheim. The material revision was submitted to OCDE on January 31, 2025. The following excerpt from the Board report for that action provides more context:

> *MSA-OC is currently in its planning year and preparing to open its first two of four campuses in 2025-26. Currently, the approved countywide benefit charter school includes MSA-OC's tentative locations in Orange, Placentia-Yorba Linda, Irvine, and Saddleback. After our outreach to families in Placentia Yorba-Linda, it is in MSA-OC's best interest to add Anaheim Union High School District (AUHSD) and Anaheim Elementary School District (AESD) as a desired location for future campus locations based on our TK-12 approved petition.*

The Property at 412 Carl Karcher Way is shown on **Exhibit B**. It consists of a 21,849 square foot building on land that is approximately 75,794 square feet. The Property is presently leased to multiple tenants and must delivered free of all tenancies by the close of escrow.

MPS's real estate broker, InSite EFS, Inc., negotiated an offer for the purchase of the Property. The Owner has tentatively agreed to sell the Property to MPS subject to the signing of a formal purchase and sale agreement, which is the subject of this report and the recommendation stated herein. The terms agreed upon by the parties include the following:

Price	$3,500,000 Payable as Follows: ● $1,500,000 Cash ● $2,000,000 Seller Financing @ 6% interest rate and term of 5 years, fully amortizing
Free Look/Due Diligence Period	45 Days
Good Faith Deposit	$100,000
Closing Period	15 days following the Free Look/Due Diligence Period

During the due diligence period, MPS or its assignee, will review the condition of the existing building and land to determine whether there are any hurdles to the development of the property for MSA-OC's use and whether it is affordable. Before the end of the due diligence period, MPS has the option to cancel the transaction and will receive a full refund of its good faith deposit.

III. Conclusion / Budget Impact

MPS plans to acquire the Property for the benefit of MSA-OC and will utilize a combination of third-party financing as well as existing funds. This includes $2 million worth of seller financing at an annual interest rate of six percent to be paid over a 5-year period. The balance of the acquisition costs will be paid for from MPS's reserves and includes $100,000 that would go towards a good faith deposit as part of our due diligence for the property acquisition. MPS Staff will keep the Board apprised of the status of the Project and will seek Board approval prior to the end of the due diligence period in order to move forward with the transaction and allow its good faith deposit to become non-refundable.

EXHIBITS

EXHIBIT A____Form of Purchase and Sale Agreement

EXHIBIT B____Site Plan

EXHIBIT C____Pictures of Site

EXHIBIT A

PURCHASE AND SALE AGREEMENT

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STANDARD OFFER, AGREEMENT AND ESCROW INSTRUCTIONS FOR PURCHASE OF REAL ESTATE

(Non-Residential)

Dated: January 17, 2025

1. Buyer.

1.1 Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation, ("**Buyer**") hereby offers to purchase the real property, hereinafter described, from the owner thereof ("**Seller**") (collectively, the "**Parties**" or individually, a "**Party**"), through an escrow ("**Escrow**") to close ~~30 or~~ 15 days after the waiver or satisfaction of the Buyer's Contingencies, ("**Expected Closing Date**") to be held by New World Escrow Closing Services (Attn: Sandy Cordova) ("**Escrow Holder**") whose address is 18431 Yorba Linda Boulevard, Yorba Linda, CA 92886, Phone No. 714-777-6500, Facsimile No. _____ upon the terms and conditions set forth in this agreement ("**Agreement**"). Buyer shall have the right to assign Buyer's rights hereunder, but any such assignment shall not relieve Buyer of Buyer's obligations herein unless Seller expressly releases Buyer.

1.2 The term "**Date of Agreement**" as used herein shall be the date when by execution and delivery (as defined in paragraph 20.2) of this document or a subsequent counteroffer thereto to Escrow Holder, and acceptance of the Agreement by Escrow Holder as provided in Paragraph 4.1 Buyer and Seller have reached agreement in writing whereby Seller agrees to sell, and Buyer agrees to purchase, the Property, and Escrow has been opened upon terms accepted by both Parties.

2. Property.

2.1 The real property ("**Property**") that is the subject of this offer consists of (insert a brief physical description) approximately ±27,564 SF of land (±0.63 acres) improved with a single story structure is located in the County of Orange, is commonly known as (street address, city, state, zip) 412 Carl Karcher Way AKA 1180 North Anaheim Boulevard, Anaheim, CA 92801 and is legally described as: to be provided by Orange Coast Title Company (APN: 267-131-04).

2.2 If the legal description of the Property is not complete or is inaccurate, this Agreement shall not be invalid and the legal description shall be completed or corrected to meet the requirements of Orange Coast Title Company ("**Title Company**"), which shall issue the title policy hereinafter described.

2.3 The Property includes, at no additional cost to Buyer, the permanent improvements thereon, including those items which pursuant to applicable law are a part of the property, as well as the following items, if any, owned by Seller and at present located on the Property: electrical distribution systems (power panel, bus ducting, conduits, disconnects, lighting fixtures); telephone distribution systems (lines, jacks and connections only); space heaters; heating, ventilating, air conditioning equipment ("**HVAC**"); air lines; fire sprinkler systems; security and fire detection systems; carpets; window coverings; wall coverings; and all rights, title and interest of Seller in and to any and all water and mineral rights, development rights, and entitlements and any easements, contracts, plans, surveys, agreements and appurtenances pertaining to the Property. (collectively, the "**Improvements**").

2.4 The fire sprinkler monitor: ☐ is owned by Seller and included in the Purchase Price, ☐ is leased by Seller, and Buyer will need to negotiate a new lease with the fire monitoring company, ☑ ownership will be determined during Escrow, or ☐ there is no fire sprinkler monitor.

2.5 Except as provided in Paragraph 2.3, the Purchase Price does not include Seller's personal property, furniture and furnishings, and none all of which shall be removed by Seller prior to Closing.

3. Purchase Price.

3.1 The purchase price ("**Purchase Price**") to be paid by Buyer to Seller for the Property shall be $3,500,000.00, payable as follows: *(Strike any not applicable)*

(a) Cash down payment, including the Deposit as defined in paragraph 4.3 ~~(or if an all-cash transaction, the Purchase Price):~~ $1,500,000.00

~~(b) Amount of "New Loan" as defined in paragraph 5.1, if any:~~ _____

~~(c) Buyer shall take title to the Property subject to and/or assume the following existing deed(s) of trust ("**Existing Deed(s) of Trust**") securing the existing promissory note(s) ("**Existing Note(s)**"):~~

~~(i) An Existing Note ("**First Note**") with an unpaid principal balance as of the Closing of approximately:~~ _____

~~Said First Note is payable at _____ per month, including interest at the rate of _____% per annum until paid (and/or the entire unpaid balance is due on _____).~~

~~(ii) An Existing Note ("**Second Note**") with an unpaid principal balance as of the Closing of approximately:~~ _____

~~Said Second Note is payable at _____ per month, including interest at the rate of _____% per annum until paid (and/or the entire unpaid balance is due on _____).~~

_____ _____
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(d) Buyer shall give Seller a deed of trust ("~~Purchase Money~~ **Deed of Trust**") on the property, to secure the promissory note of Buyer to Seller described in paragraph 6 ("~~Purchase Money~~ Promissory **Note**") in the amount of:

Total Purchase Price: $2,000,000.00 / $3,500,000.00

~~3.2 If Buyer is taking title to the Property subject to, or assuming, an Existing Deed of Trust and such deed of trust permits the beneficiary to demand payment of fees including, but not limited to, points, processing fees, and appraisal fees as a condition to the transfer of the Property, Buyer agrees to pay such fees up to a maximum of 1.5% of the unpaid principal balance of the applicable Existing Note.~~

4. Deposits.

4.1 ☐ ~~Buyer has delivered to Broker a check in the sum of _____, payable to Escrow Holder, to be delivered by Broker to Escrow Holder within 2 or _____ business days after both Parties have executed this Agreement and the executed Agreement has been delivered to Escrow Holder, or~~ ☑ ~~w~~Within ~~2 or~~ 3 business days after both Parties have executed this Agreement and the executed Agreement has been delivered to and accepted by Escrow Holder as determined by Escrow Holder's delivery of written notice to the Parties, Buyer shall deliver to Escrow Holder a check or wire in the sum of $100,000.00. If said check or wire is not received by Escrow Holder within said time period then Seller may elect to unilaterally terminate this transaction by giving written notice of such election to Escrow Holder whereupon neither Party shall have any further liability to the other under this Agreement. ~~Should Buyer and Seller not enter into an agreement for purchase and sale, Buyer's check or funds shall, upon request by Buyer, be promptly returned to Buyer.~~

~~4.2 Additional deposits:~~

~~(a) Within 5 business days after the Date of Agreement, Buyer shall deposit with Escrow Holder the additional sum of _____ to be applied to the Purchase Price at the Closing.~~

~~(b) Within 5 business days after the contingencies discussed in paragraph 9.1 (a) through (m) are approved or waived, Buyer shall deposit with Escrow Holder the additional sum of _____ to be applied to the Purchase Price at the Closing.~~

~~(c) If an Additional Deposit is not received by Escrow Holder within the time period provided then Seller may notify Buyer, Escrow Holder, and Brokers, in writing that, unless the Additional Deposit is received by Escrow Holder within 2 business days following said notice, the Escrow shall be deemed terminated without further notice or instructions.~~

4.3 Escrow Holder shall deposit the funds deposited with it by Buyer pursuant to paragraphs 4.1 ~~and 4.2~~ (collectively the "**Deposit**"), in a State or Federally chartered bank in an interest bearing account whose term is appropriate and consistent with the timing requirements of this transaction. The interest therefrom shall accrue to the benefit of Buyer, who hereby acknowledges that there may be penalties or interest forfeitures if the applicable instrument is redeemed prior to its specified maturity. Buyer's Federal Tax Identification Number is to be provided to Escrow. NOTE: Such interest bearing account cannot be opened until Buyer's Federal Tax Identification Number is provided.

4.4 Notwithstanding the foregoing, within 5 days after Escrow Holder receives the monies described in paragraph 4.1 above, Escrow Holder shall release $100 of said monies to Seller as and for independent consideration for Seller's' execution of this Agreement and the granting of the contingency period to Buyer as herein provided. Such independent consideration is non-refundable to Buyer but shall be credited to the Purchase Price in the event that the purchase of the Property is completed.

4.5 Upon waiver of all of Buyer's ~~c~~Contingencies by Buyer the Deposit shall become non-refundable but applicable to the Purchase Price except in the event of a Seller breach of, or default under, this Agreement, or in the event that the Escrow is terminated pursuant to the provisions of Paragraph 9.1(n) (Destruction, Damage or Loss), ~~or~~ 9.1(o) (Material Change or other applicable terms of this Agreement).

5. Financing Contingency. *(Strike if not applicable)*

~~5.1 This offer is contingent upon Buyer obtaining from an insurance company, financial institution or other lender, a commitment to lend to Buyer a sum equal to at least _____% of the Purchase Price, on terms acceptable to Buyer. Such loan ("**New Loan**") shall be secured by a first deed of trust or mortgage on the Property. If this Agreement provides for Seller to carry back junior financing, then Seller shall have the right to approve the terms of the New Loan. Seller shall have 7 days following receipt of the commitment setting forth the proposed terms of the New Loan to approve or disapprove of such proposed terms. If Seller fails to notify Escrow Holder, in writing, of the disapproval within said 7 days it shall be conclusively presumed that Seller has approved the terms of the New Loan.~~

~~**5.2 If Buyer shall fail to notify its Broker, Escrow Holder and Seller, in writing within _____ days following the Date of Agreement, that the New Loan has not been obtained, it shall be conclusively presumed that Buyer has either obtained said New Loan or has waived this New Loan contingency.**~~

~~5.3 If Buyer shall notify its Broker, Escrow Holder and Seller, in writing, within the time specified in paragraph 5.2 hereof, that Buyer has not obtained said New Loan, this Agreement shall be terminated, and Buyer shall be entitled to the prompt return of the Deposit, plus any interest earned thereon, less only Escrow Holder and Title Company cancellation fees and costs, which Buyer shall pay.~~

6. Seller Financing. (~~Purchase Money~~ Promissory Note). *(Strike if not applicable)*

6.1 ~~If Seller approves Buyer's financials (see paragraph 6.5) t~~The ~~Purchase Money~~ Promissory Note shall provide for interest on unpaid principal at the rate of 6.00 % per annum, with principal and interest paid as follows: amortized over 30 years, all due and payable in a balloon payment in 5 years. The ~~Purchase Money~~ Promissory Note and ~~Purchase Money~~ Deed of Trust are attached hereto, marked as Exhibit A and B respectively ~~shall be on the current forms commonly used by Escrow Holder, and be junior and subordinate only to the Existing Note(s) and/or the New Loan expressly called for by this Agreement~~.

6.2 The ~~Purchase Money~~ Promissory Note and/or the ~~Purchase Money~~ Deed of Trust shall contain provisions regarding the following (see also paragraph 10.3 (b)):

(a) *Prepayment*. Principal may be prepaid in whole or in part at any time without penalty, at the option of the Buyer.

(b) *Late Charge*. A late charge of ~~6~~5% shall be payable with respect to any payment of principal, interest, or other charges, not made within 10 days

_____ _____
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after it is due.

(c) *Due On Sale*. In the event the Buyer sells or transfers title to the Property or any portion thereof, then the Seller may, at Seller's option, require the entire unpaid balance of said Note to be paid in full.

~~6.3 If the Purchase Money Deed of Trust is to be subordinate to other financing, Escrow Holder shall, at Buyer's expense prepare and record on Seller's behalf a request for notice of default and/or sale with regard to each mortgage or deed of trust to which it will be subordinate.~~

6.4 **WARNING: CALIFORNIA LAW DOES NOT ALLOW DEFICIENCY JUDGEMENTS ON SELLER FINANCING. IF BUYER ULTIMATELY DEFAULTS ON THE LOAN, SELLER'S SOLE REMEDY IS TO FORECLOSE ON THE PROPERTY.**

~~6.5 Seller's obligation to provide financing is contingent upon Seller's reasonable approval of Buyer's financial condition. Buyer to provide a current financial statement and copies of its Federal tax returns for the last 3 years to Seller within 10 days following the Date of Agreement. Seller has 10 days following receipt of such documentation to satisfy itself with regard to Buyer's financial condition and to notify Escrow Holder as to whether or not Buyer's financial condition is acceptable. If Seller fails to notify Escrow Holder, in writing, of the disapproval of this contingency within said time period, it shall be conclusively presumed that Seller has approved Buyer's financial condition. If Seller is not satisfied with Buyer's financial condition or if Buyer fails to deliver the required documentation then Seller may notify Escrow Holder in writing that Seller Financing will not be available, and Buyer shall have the option, within 10 days of the receipt of such notice, to either terminate this transaction or to purchase the Property without Seller financing. If Buyer fails to notify Escrow Holder within said time period of its election to terminate this transaction then Buyer shall be conclusively presumed to have elected to purchase the Property without Seller financing. If Buyer elects to terminate, Buyer's Deposit shall be refunded less Title Company and Escrow Holder cancellation fees and costs, all of which shall be Buyer's obligation.~~

7. Real Estate Brokers.

7.1 Each Party acknowledges receiving a Disclosure Regarding Real Estate Agency Relationship, confirms and consents to the following agency relationships in this transaction with the following real estate broker(s) ("**Brokers**") and/or their agents ("Agent(s)"):

Seller's Brokerage Firm Paul Kott Realtors, Inc. License No. 00871311 is the broker of (check one): ☑ the Seller; or ☐ both the Buyer and Seller (dual agent).

Seller's Agent Paul T. Kott License No. 00637576 is (check one): ☑ the Seller's Agent (salesperson or broker associate); or ☐ both the Seller's Agent and the Buyer's Agent (dual agent).

Buyer's Brokerage Firm School Location Services, Inc. License No. 02249805 is the broker of (check one): ☑ the Buyer; or ☐ both the Buyer and Seller (dual agent).

Buyer's Agent Dan Morrar License No. 01716132 is (check one): ☑ the Buyer's Agent (salesperson or broker associate); or ☐ both the Buyer's Agent and the Seller's Agent (dual agent).

The Parties acknowledge that other than the Brokers and Agents listed above, there are no other brokers or agents representing the Parties or due any fees and/or commissions under this Agreement. ~~Buyer shall use the services of Buyer's Broker exclusively in connection with any and all negotiations and offers with respect to the Property for a period of 1 year from the date inserted for reference purposes at the top of page 1.~~

7.2 Buyer and Seller each represent and warrant to the other that he/she/it has had no dealings with any person, firm, broker, agent or finder in connection with the negotiation of this Agreement and/or the consummation of the purchase and sale contemplated herein, other than the Brokers and Agents named in paragraph 7.1, and no broker, agent or other person, firm or entity, other than said Brokers and Agents is/are entitled to any commission or finder's fee in connection with this transaction as the result of any dealings or acts of such Party. Buyer and Seller do each hereby agree to indemnify, defend, protect and hold the other harmless from and against any costs, expenses (including reasonable attorneys' fees) or liability for compensation, commission or charges which may be claimed by any broker, agent, finder or other similar party, other than said named Brokers and Agents by reason of any dealings or act of the indemnifying Party. The terms of this section shall survive the Closing (as hereinafter defined) or any termination of this Agreement.

8. Escrow and Closing.

8.1 Upon acceptance hereof by Seller, this Agreement, including any counteroffers incorporated herein by the Parties, shall constitute not only the agreement of purchase and sale between Buyer and Seller, but also instructions to Escrow Holder for the consummation of the Agreement through the Escrow. Escrow Holder shall not prepare any further escrow instructions restating or amending the Agreement unless specifically so instructed by the Parties or a Broker herein. Subject to the reasonable approval of the Parties, Escrow Holder may, however, include its standard general escrow provisions. In the event that there is any conflict between the provisions of the Agreement and the provisions of any additional escrow instructions the provisions of the Agreement shall prevail as to the Parties and the Escrow Holder.

8.2 As soon as practical after the receipt of this Agreement and any relevant counteroffers, Escrow Holder shall ascertain the Date of Agreement as defined in paragraphs 1.2 and 20.2 and advise the Parties and Brokers, in writing, of the date ascertained.

8.3 Escrow Holder is hereby authorized and instructed to conduct the Escrow in accordance with this Agreement, applicable law and custom and practice of the community in which Escrow Holder is located, including any reporting requirements of the Internal Revenue Code. In the event of a conflict between the law of the state where the Property is located and the law of the state where the Escrow Holder is located, the law of the state where the Property is located shall prevail.

8.4 Subject to satisfaction of the contingencies herein described, Escrow Holder shall close this escrow (the "**Closing**") by recording a ~~general warranty deed (a~~ grant deed ~~in California)~~ and the other documents required to be recorded, and by disbursing the funds and documents in accordance with this Agreement. Buyer shall pay for the cost of recording the Grant Deed and Deed of Trust.

8.5 Buyer and Seller shall each pay one-half of the Escrow Holder's charges and Seller shall pay the usual recording fees. ~~and any~~ Seller shall pay all city taxes and all required documentary transfer taxes. Seller shall pay the premium for a standard coverage owner's or joint protection policy of title insurance. (See also paragraph 11.)

8.6 Escrow Holder shall verify that all of Buyer's contingencies have been satisfied or waived by Buyer prior to Closing. The matters contained in paragraphs 9.1 subparagraphs (b), (c), (d), (e), (g), (i), (n), and (o), 9.4, 12, 13, 14, 16, 18, 20, 21, 22, ~~and~~ 24, 28-30 are, however, matters of agreement between the Parties only and are not instructions to Escrow Holder.

8.7 If this transaction is terminated for non-satisfaction and non-waiver of a Buyer's Contingency, as defined in paragraph 9.2 or disapproval of any other matter subject to Buyer's approval, then neither of the Parties shall thereafter have any liability to the other under this Agreement, except to the extent of a breach of any

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affirmative covenant or warranty in this Agreement. In the event of such termination, Buyer shall~~, subject to the provisions of paragraph 8.10,~~ be promptly refunded all funds deposited by Buyer with Escrow Holder, less only the $100 provided for in paragraph 4.4 and the Title Company and Escrow Holder cancellation fees and costs shall be borne one-half (1/2) by Seller and one-half (1/2) by Buyer and all other charges shall be borne by the party incurring same~~, all of which shall be Buyer's obligation~~. If this transaction is terminated as a result of ~~Seller's~~ a party's breach of this Agreement or due to a default on the part of a party, then ~~Seller~~ the breaching party shall pay the Title Company and Escrow Holder cancellation fees and costs, all of which shall be the breaching party's obligation.

8.8 The Closing shall occur on the Expected Closing Date, or as soon thereafter as the Escrow is in condition for Closing; provided, however, that if the Closing does not occur by the Expected Closing Date and said Date is not extended by mutual instructions of the Parties, a Party not then in default under this Agreement may notify the other Party, Escrow Holder, and Brokers, in writing that, unless the Closing occurs within 5 business days following said notice, the Escrow shall be deemed terminated without further notice or instructions.

8.9 Except as otherwise provided herein, the termination of Escrow shall not relieve or release either Party from any obligation to pay Escrow Holder's fees and costs or constitute a waiver, release or discharge of any breach or default that has occurred in the performance of the obligations, agreements, covenants or warranties contained therein.

~~8.10 If this Escrow is terminated for any reason other than Seller's breach or default, then as a condition to the return of Buyer's deposit, Buyer shall within 5 days after written request deliver to Seller, at no charge, copies of all surveys, engineering studies, soil reports, maps, master plans, feasibility studies and other similar items prepared by or for Buyer that pertain to the Property.~~

9. Contingencies to Closing.

9.1 **IF, BEFORE EXPIRATION OF THE APPLICABLE TIME, BUYER FAILS TO PROVIDE ESCROW HOLDER WRITTEN NOTICE OF BUYER'S ~~DIS~~APPROVAL OF ANY OF BUYER'S CONTINGENCIES OR ANY OTHER MATTER THAT IS SUBJECT TO BUYER'S APPROVAL IN THIS AGREEMENT, THEN BUYER SHALL BE CONCLUSIVELY DEEMED TO HAVE** NOT **SATISFIED SUCH BUYER'S CONTINGENCIES AND/OR APPROVED OF SUCH OTHER MATTERS**. If a number of days is completed in any of the optional spaces in subparagraphs 9.1 (a) through (m), then such number shall apply and override the pre-printed number, even if the pre-printed number is not stricken. The Closing of this transaction is contingent upon the satisfaction or waiver of the following contingencies:

(a) *Disclosure*. Seller shall make to Buyer, through Escrow, all of the applicable disclosures required by law (See AIR CRE ("**AIR**") standard form entitled "**Seller's Mandatory Disclosure Statement**") and provide Buyer with a completed Property Information Sheet ("**Property Information Sheet**") concerning the Property, duly executed by or on behalf of Seller in the current form or equivalent to that published by the AIR within ~~10 or~~ 3 days following the Date of Agreement. Buyer has ~~10~~ 45 days from the ~~receipt of said disclosures~~ Date of Agreement to approve or disapprove the matters disclosed.

(b) *Physical Inspection*. Buyer has ~~10 or~~ 45 days following the ~~receipt of the Property Information Sheet or the~~ Date of Agreement~~, whichever is later,~~ to satisfy itself with regard to the physical aspects and size of the Property.

(c) *Hazardous Substance Conditions Report*. Buyer has ~~30 or~~ 45 days following the ~~receipt of the Property Information Sheet or the~~ Date of Agreement~~, whichever is later,~~ to satisfy itself with regard to the environmental aspects of the Property. Seller recommends that Buyer obtain a Hazardous Substance Conditions Report concerning the Property and relevant adjoining properties. Any such report shall be paid for by Buyer. A "**Hazardous Substance**" for purposes of this Agreement is defined as any substance whose nature and/or quantity of existence, use, manufacture, disposal or effect, render it subject to Federal, state or local regulation, investigation, remediation or removal as potentially injurious to public health or welfare. A "**Hazardous Substance Condition**" for purposes of this Agreement is defined as the existence on, under or relevantly adjacent to the Property of a Hazardous Substance that would require remediation and/or removal under applicable Federal, state or local law.

(d) *Soil Inspection*. Buyer has ~~30 or~~ 45 days following the ~~receipt of the Property Information Sheet or the~~ Date of Agreement~~, whichever is later,~~ to satisfy itself with regard to the condition of the soils on the Property. Seller recommends that Buyer obtain a soil test report. Any such report shall be paid for by Buyer. Seller shall provide Buyer copies of any soils report that Seller may have within ~~10~~ 3 days following the Date of Agreement.

(e) *Governmental Approvals*. Buyer has ~~30 or~~ 45 days following the Date of Agreement to satisfy itself with regard to approvals and permits from governmental agencies or departments which have or may have jurisdiction over the Property and which Buyer deems necessary or desirable in connection with its intended use of the Property, including, but not limited to, permits and approvals required with respect to zoning, planning, building and safety, fire, police, ~~handicapped~~ persons with disabilities and Americans with Disabilities Act requirements, transportation and environmental matters.

(f) *Conditions of Title*. Escrow Holder shall cause a current commitment for title insurance ("**Title Commitment**") concerning the Property issued by the Title Company, as well as legible copies of all documents referred to in the Title Commitment ("**Underlying Documents**"), and a scaled and dimensioned plot showing the location of any easements to be delivered to Buyer within ~~10 or~~ 3 days following the Date of Agreement. Buyer has ~~10~~ 45 days from the ~~receipt of the Title Commitment, the Underlying Documents and the plot plan~~ Date of Agreement to satisfy itself with regard to the condition of title. The disapproval by Buyer of any monetary encumbrance, which by the terms of this Agreement is not to remain against the Property after the Closing, shall not be considered a failure of this contingency, as Seller shall have the obligation, at Seller's expense, to satisfy and remove such disapproved monetary encumbrance at or before the Closing.

(g) *Survey*. Buyer has ~~30 or~~ 45 days following the ~~receipt of the Title Commitment and Underlying Documents~~ Date of Agreement to satisfy itself with regard to any ALTA title supplement based upon a survey prepared to American Land Title Association ("**ALTA**") standards for an owner's policy by a licensed surveyor, showing the legal description and boundary lines of the Property, any easements of record, and any improvements, poles, structures and things located within 10 feet of either side of the Property boundary lines. Any such survey shall be prepared at Buyer's direction and expense. If Buyer has obtained a survey and approved the ALTA title supplement, Buyer may elect within the period allowed for Buyer's approval of a survey to have an ALTA extended coverage owner's form of title policy, in which event Buyer shall pay any additional premium attributable thereto provided, however that Buyer shall be solely responsible for the difference in costs and expenses between a standard coverage owner's form policy of title insurance and an ALTA extended coverage owner's form policy of title insurance.

(h) *Existing Leases and Tenancy Statements*. Seller shall within ~~10 or~~ 3 days following the Date of Agreement provide ~~both~~ Buyer ~~and Escrow Holder~~ with legible copies of all leases, subleases or rental arrangements (collectively, "**Existing Leases**") affecting the Property~~, and with a tenancy statement ("**Estoppel Certificate**") in the latest form or equivalent to that published by the AIR, executed by Seller and/or each tenant and subtenant of the Property. Seller shall use its~~

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~~best efforts to have each tenant complete and execute an Estoppel Certificate. If any tenant fails or refuses to provide an Estoppel Certificate then Seller shall complete and execute an Estoppel Certificate for that tenancy~~. Buyer has ~~10~~ 45 days from the receipt of said Existing Leases ~~and Estoppel Certificates~~ to satisfy itself with regard to the Existing Leases ~~and any other tenancy issues~~. It shall be a condition to Buyer's obligation to Close that Seller shall cause all Existing Leases to be terminated on or before the Closing Date, save and except for the Existing Tenant as defined in Paragraph 31.

(i) *Owner's Association*. Seller shall within ~~10 or~~ 3 days following the Date of Agreement provide Buyer with a statement and transfer package from any owner's association servicing the Property. Such transfer package shall at a minimum include: copies of the association's bylaws, articles of incorporation, current budget and financial statement. Buyer has ~~10~~ 45 days from the ~~receipt of such documents~~ Date of Agreement to satisfy itself with regard to the association.

(j) *Other Agreements*. Seller shall within ~~10 or~~ 3 days following the Date of Agreement provide Buyer with legible copies of all other agreements ("**Other Agreements**") known to Seller that will affect the Property after Closing. Buyer has ~~10~~ 45 days from the ~~receipt of said Other Agreements~~ Date of Agreement to satisfy itself with regard to such Agreements. No less than fifteen (15) days prior to the Closing Date, Buyer shall notify Seller of any Other Agreements, including service contracts, equipment leases, management leases that Seller shall be obligated to terminate by the Closing Date.

(k) *Financing*. ~~If paragraph 5 hereof dealing with a financing contingency has not been stricken, the satisfaction or waiver of such New Loan contingency.~~

(l) *Existing Notes*. ~~If paragraph 3.1(c) has not been stricken, Seller shall within 10 or _____ days following the Date of Agreement provide Buyer with legible copies of the Existing Notes, Existing Deeds of Trust and related agreements (collectively, "**Loan Documents**") to which the Property will remain subject after the Closing. Escrow Holder shall promptly request from the holders of the Existing Notes a beneficiary statement ("**Beneficiary Statement**") confirming: (1) the amount of the unpaid principal balance, the current interest rate, and the date to which interest is paid, and (2) the nature and amount of any impounds held by the beneficiary in connection with such loan. Buyer has 10 or _____ days following the receipt of the Loan Documents and Beneficiary Statements to satisfy itself with regard to such financing. Buyer's obligation to close is conditioned upon Buyer being able to purchase the Property without acceleration or change in the terms of any Existing Notes or charges to Buyer except as otherwise provided in this Agreement or approved by Buyer, provided, however, Buyer shall pay the transfer fee referred to in paragraph 3.2 hereof. Likewise if Seller is to carry back a Purchase Money Note then Seller shall within 10 or _____ days following the Date of Agreement provide Buyer with a copy of the proposed Purchase Money Note and Purchase Money Deed of Trust. Buyer has 10 or _____ days following the receipt of such documents to satisfy itself with regard to the form and content thereof.~~

(m) *Personal Property*. ~~In the event that any personal property is included in the Purchase Price, Buyer has 10 or _____ days following the Date of Agreement to satisfy itself with regard to the title condition of such personal property. Seller recommends that Buyer obtain a UCC-1 report. Any such report shall be paid for by Buyer. Seller shall provide Buyer copies of any liens or encumbrances affecting such personal property that it is aware of within 10 or _____ days following the Date of Agreement.~~

(n) *Destruction, Damage or Loss*. Subsequent to the Date of Agreement and prior to Closing there shall not have occurred a destruction of, or damage or loss to, the Property or any portion thereof, from any cause whatsoever, which would cost more than $10,000.00 to repair or cure. If the cost of repair or cure is $10,000.00 or less, Seller shall repair or cure the loss prior to the Closing. Buyer shall have the option, within 10 days after receipt of written notice of a loss costing more than $10,000.00 to repair or cure, to either terminate this Agreement or to purchase the Property notwithstanding such loss, but without deduction or offset against the Purchase Price. If the cost to repair or cure is more than $10,000.00, and Buyer does not elect to terminate this Agreement, Buyer shall be entitled to any insurance proceeds applicable to such loss. Unless otherwise notified in writing, Escrow Holder shall assume no such destruction, damage or loss has occurred prior to Closing.

(o) *Material Change*. Buyer shall have 10 days following receipt of written notice of a Material Change within which to satisfy itself with regard to such change and Buyer may terminate this Agreement in such time period and receive return of the Deposit, including any amounts theretofore paid to Seller, which return shall operate to terminate this Agreement and release both parties from any and all liability hereunder, except such obligations as expressly survive the termination. "**Material Change**" shall mean a substantial adverse change in the use, occupancy, tenants such that the Property is no longer vacant and free of tenants and occupants, save and except for the Existing Tenant, title, or condition of the Property that occurs after the date of this offer and prior to the Closing. Unless otherwise notified in writing, Escrow Holder shall assume that no Material Change has occurred prior to the Closing. See Addendum Paragraph 31.

(p) *Seller Performance*. The delivery of all documents and the due performance by Seller of each and every undertaking and agreement to be performed by Seller under this Agreement.

(q) *Brokerage Fee*. Payment at the Closing of such brokerage fee as is specified in this Agreement ~~or later written instructions to Escrow Holder executed by Seller and Brokers~~ ("**Brokerage Fee**"). It is agreed by the Parties and Escrow Holder that Brokers are a third party beneficiary of this Agreement insofar as the Brokerage Fee is concerned, and that no change shall be made with respect to the payment of the Brokerage Fee specified in this Agreement, without the written consent of Brokers.

9.2 The contingencies specified in subparagraphs 9.1(a) through (m) are for the benefit of, and may be waived by, Buyer, and are referred to collectively as "**Buyer's Contingencies**" and individually as a "**Buyer's Contingency**."

9.3 Buyer's timely and written disapproval or conditional approval of a Buyer's Contingency or any other matter that is subject to Buyer's approval in this Agreement shall constitute disapproval thereof ("**Disapproved Item(s)**"). Concurrent with notice of a Disapproved Item, Buyer may make a request to Seller regarding such Disapproved Item ("**Buyer's Request**"). If Buyer fails to make a timely and written Buyer's Request, then this Agreement shall terminate due to the non-satisfaction and non-waiver of a contingency. Seller may respond to a Buyer's Request within 10 days following Seller's receipt thereof ("**Seller's Response**"). Seller's acceptance of a Buyer's Request shall amend this Agreement accordingly. If Seller fails to provide a timely and written Seller's Response, then Seller's Response shall be deemed to be a rejection of Buyer's Request. Buyer may, within 10 days following the earlier of Buyer's receipt of a Seller's Response (which is not an acceptance of Buyer's Request) or the date of Seller's deemed rejection of a Buyer's Request ("**Buyer's Reply Period**"), reply to a Seller's Response ("**Buyer's Reply**") and elect to (i) terminate this Agreement due to the non-satisfaction and non-waiver of the applicable contingency, (ii) accept the Seller's Response in which

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event this Agreement shall be amended accordingly, or (iii) withdraw Buyer's Request and waive the Disapproved Item in which event Buyer shall accept the Property subject to the Disapproved Item. If Buyer fails to provide a timely and written Buyer's Reply, then Buyer shall be deemed to have elected to terminate this Agreement as of the end of the Buyer's Reply Period. The date Buyer accepts a Seller's Response or withdraws a Buyer's Request and waives a Disapproved Item shall be the date of Buyer's approval of the Disapproved Item. A Party shall provide to Escrow Holder copy of all notices of a Disapproved Item, Buyer's Request, Seller's Response and Buyer's Reply and Escrow Holder shall promptly provide copies thereof to the other Party. Unless the Parties in writing agree otherwise, if the Expected Closing Date is a specific calendar date and a Buyer's Reply Period expires after such specific calendar date, then notwithstanding paragraph 1.1, the Expected Closing Date shall be extended to be 3 business days after the earlier of the date Buyer withdraws a Buyer's Request and waives the applicable Disapproved Item or Buyer accepts the applicable Seller's Response.

9.4 The Parties acknowledge that extensive local, state and Federal legislation establish broad liability upon owners and/or users of real property for the investigation and remediation of Hazardous Substances. The determination of the existence of a Hazardous Substance Condition and the evaluation of the impact of such a condition are highly technical and beyond the expertise of Brokers. The Parties acknowledge that they have been advised by Brokers to consult their own technical and legal experts with respect to the possible presence of Hazardous Substances on the Property or adjoining properties, and Buyer and Seller are not relying upon any investigation by or statement of Brokers with respect thereto. The Parties hereby assume all responsibility for the impact of such Hazardous Substances upon their respective interests herein.

10. Documents and Other Items Required at or Before Closing.

10.1 Five days prior to the Closing date Escrow Holder shall obtain an updated Title Commitment concerning the Property from the Title Company and provide copies thereof to each of the Parties.

10.2 Seller shall deliver to Escrow Holder no less than two (2) business day prior to the Closing ~~in time for delivery to Buyer at the Closing~~:

(a) Grant ~~or general warranty~~ deed, in a substantially similar form as attached hereto as Exhibit C, duly executed and in recordable form, conveying fee title to the Property to Buyer.

~~(b) If applicable, the Beneficiary Statements concerning Existing Note(s).~~

(c) If applicable, the Existing Leases and Other Agreements together with duly executed assignments thereof by Seller and Buyer. The assignment of Existing Leases shall be on the most recent Assignment and Assumption of Lessor's Interest in Lease form published by the AIR or its equivalent.

(d) An affidavit executed by Seller to the effect that Seller is not a "foreign person" within the meaning of Internal Revenue Code Section 1445 or successor statutes. If Seller does not provide such affidavit in form reasonably satisfactory to Buyer at least 3 business days prior to the Closing, Escrow Holder shall at the Closing deduct from Seller's proceeds and remit to the Internal Revenue Service such sum as is required by applicable Federal law with respect to purchases from foreign sellers.

(e) If the Property is located in California, an affidavit executed by Seller to the effect that Seller is not a ''nonresident" within the meaning of California Revenue and Tax Code Section 18662 or successor statutes. If Seller does not provide such affidavit in form reasonably satisfactory to Buyer at least 3 business days prior to the Closing, Escrow Holder shall at the Closing deduct from Seller's proceeds and remit to the Franchise Tax Board such sum as is required by such statute.

~~(f) If applicable, a bill of sale, duly executed, conveying title to any included personal property to Buyer.~~

(g) If the Seller is a corporation or limited liability company, a duly executed corporate or limited liability company resolution authorizing the execution of this Agreement and the sale of the Property.

(h) Affidavits as may reasonably be requested by the Title Company to comply with Paragraph 10.4.

10.3 Buyer shall deliver to Seller through Escrow:

(a) The cash portion of the Purchase Price and such additional sums as are required of Buyer under this Agreement shall be deposited by Buyer with Escrow Holder, by federal funds wire transfer, or any other method acceptable to Escrow Holder in immediately collectable funds, no later than 2:00 P.M. on the business day prior to the Expected Closing Date provided, however, that Buyer shall not be required to deposit such monies into Escrow if at the time set for the deposit of such monies Seller is in default or has indicated that it will not perform any of its obligations hereunder. Instead, in such circumstances in order to reserve its rights to proceed Buyer need only provide Escrow with evidence establishing that the required monies were available.

(b) If a ~~Purchase Money~~ Promissory Note and ~~Purchase Money~~ Deed of Trust are called for by this Agreement, attached hereto, marked as Exhibit A and B respectively, the duly executed originals of those documents, the ~~Purchase Money~~ Deed of Trust being in recordable form, together with evidence of fire insurance on the improvements in the amount of the full replacement cost naming Seller as a mortgage loss payee~~., and a real estate tax service contract (at Buyer's expense), assuring Seller of notice of the status of payment of real property taxes during the life of the Purchase Money Note.~~

(c) The Assignment and Assumption of Lessor's Interest in Lease form specified in paragraph 10.2(c) above, duly executed by Buyer.

(d) Assumptions duly executed by Buyer of the obligations of Seller that accrue after Closing under any Other Agreements.

~~(e) If applicable, a written assumption duly executed by Buyer of the loan documents with respect to Existing Notes.~~

(f) If the Buyer is a corporation, a duly executed corporate resolution authorizing the execution of this Agreement and the purchase of the Property.

10.4 At Closing, Escrow Holder shall cause to be issued to Buyer a standard coverage (or ALTA extended, if elected pursuant to 9.1(g)) owner's form policy of title insurance effective as of the Closing, issued by the Title Company in the full amount of the Purchase Price, insuring title to the Property vested in Buyer, subject only to the exceptions approved by Buyer. In the event there is a ~~Purchase Money~~ Deed of Trust in this transaction, the policy of title insurance shall be a joint protection policy insuring both Buyer and Seller.

IMPORTANT: IN A PURCHASE OR EXCHANGE OF REAL PROPERTY, IT MAY BE ADVISABLE TO OBTAIN TITLE INSURANCE IN CONNECTION WITH THE CLOSE OF ESCROW SINCE THERE MAY BE PRIOR RECORDED LIENS AND ENCUMBRANCES WHICH AFFECT YOUR INTEREST IN THE PROPERTY BEING ACQUIRED. A NEW POLICY OF TITLE INSURANCE SHOULD BE OBTAINED IN ORDER TO ENSURE YOUR INTEREST IN THE PROPERTY THAT YOU ARE ACQUIRING.

11. Prorations and Adjustments.

11.1 *Taxes*. Applicable real property taxes and special assessment bonds shall be prorated through Escrow as of the date of the Closing, based upon the latest tax bill available. The Parties agree to prorate as of the Closing any taxes assessed against the Property by supplemental bill levied by reason of events occurring prior to the Closing. Payment of the prorated amount shall be made promptly in cash upon receipt of a copy of any supplemental bill.

11.2 *Insurance*. **WARNING**: Any insurance which Seller may have maintained will terminate on the Closing. Buyer is advised to obtain appropriate insurance to

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cover the Property.

11.3 *Rentals, Interest and Expenses*. Scheduled rentals, interest on Existing Notes, utilities, and operating expenses shall be prorated as of the date of Closing. The Parties agree to promptly adjust between themselves outside of Escrow any rents received after the Closing.

11.4 *Security Deposit*. Security Deposits held by Seller shall be given to Buyer as a credit to the cash required of Buyer at the Closing.

11.5 *Post Closing Matters*. Any item to be prorated that is not determined or determinable at the Closing shall be promptly adjusted by the Parties by appropriate cash payment outside of the Escrow when the amount due is determined.

11.6 *Variations in Existing Note Balances*. ~~In the event that Buyer is purchasing the Property subject to an Existing Deed of Trust(s), and in the event that a Beneficiary Statement as to the applicable Existing Note(s) discloses that the unpaid principal balance of such Existing Note(s) at the closing will be more or less than the amount set forth in paragraph 3.1(c) hereof ("**Existing Note Variation**"), then the Purchase Money Note(s) shall be reduced or increased by an amount equal to such Existing Note Variation. If there is to be no Purchase Money Note, the cash required at the Closing per paragraph 3.1(a) shall be reduced or increased by the amount of such Existing Note Variation.~~

11.7 *Variations in New Loan Balance*. ~~In the event Buyer is obtaining a New Loan and the amount ultimately obtained exceeds the amount set forth in paragraph 5.1, then the amount of the Purchase Money Note, if any, shall be reduced by the amount of such excess.~~

11.8 *Owner's Association Fees*. Escrow Holder shall: (i) bring Seller's account with the association current and pay any delinquencies or transfer fees from Seller's proceeds, and (ii) pay any up front fees required by the association from Buyer's funds.

12. Representations and Warranties of Seller and Disclaimers.

12.1 Seller's warranties and representations shall survive the Closing and delivery of the deed for a period of 3 years, and any lawsuit or action based upon them must be commenced within such time period. Seller's warranties and representations are true, material and relied upon by Buyer and Brokers in all respects. Seller hereby makes the following warranties and representations to Buyer and Brokers:

(a) *Authority of Seller*. Seller is the owner of the Property ~~and/or has~~ with the full right, power and authority to enter into this Agreement and to sell, convey and transfer the Property to Buyer as provided herein, and to perform Seller's obligations hereunder. Each person signing this Agreement on behalf of Seller is authorized to do so.

(b) *Maintenance During Escrow and Equipment Condition At Closing*. Except as otherwise provided in paragraph 9.1(n) hereof, Seller shall maintain the Property until the Closing in its present condition, ordinary wear and tear excepted.

(c) *Hazardous Substances/Storage Tanks*. Seller has no knowledge, except as otherwise disclosed to Buyer in writing, of the existence or prior existence on the Property of any Hazardous Substance, nor of the existence or prior existence of any above or below ground storage tank.

(d) *Compliance*. Except as otherwise disclosed in writing, Seller has no knowledge of any aspect or condition of the Property which violates applicable laws, rules, regulations, codes or covenants, conditions or restrictions, or of improvements or alterations made to the Property without a permit where one was required, or of any unfulfilled order or directive of any applicable governmental agency or casualty insurance company requiring any investigation, remediation, repair, maintenance or improvement be performed on the Property.

(e) *Changes in Agreements*. Prior to the Closing, Seller will not violate or modify any Existing Lease or Other Agreement, or create any new leases or other agreements affecting the Property, without Buyer's written approval~~, which approval will not be unreasonably withheld~~. Seller has the right to enter into agreements terminating any and all tenancies.

(f) *Possessory Rights*. ~~Seller has no knowledge that anyone~~ No one will, at the Closing, have any right to possession of the Property, save and except for the Existing Tenant~~, except as disclosed by this Agreement or otherwise in writing to Buyer~~.

(g) *Mechanics' Liens*. There are no unsatisfied mechanics' or materialmens' lien rights concerning the Property.

(h) *Actions, Suits or Proceedings*. Seller has no knowledge of any actions, suits or proceedings pending or threatened before any commission, board, bureau, agency, arbitrator, court or tribunal that would affect the Property or the right to occupy or utilize same.

(i) *Notice of Changes*. Seller will ~~promptly~~ immediately notify Buyer and Brokers in writing of any Material Change (see paragraph 9.1(o)) affecting the Property that becomes known to Seller prior to the Closing.

(j) *No Tenant Bankruptcy Proceedings*. Seller has no notice or knowledge that any tenant of the Property is the subject of a bankruptcy or insolvency proceeding.

(k) *No Seller Bankruptcy Proceedings*. Seller is not the subject of a bankruptcy, insolvency or probate proceeding, and no attachments, execution proceedings, assignments for the benefit of creditors, insolvency, bankruptcy, reorganization or other proceedings are pending or threatened against Seller.

(l) *Personal Property*. ~~Seller has no knowledge that anyone will, at the Closing, have any right to possession of any personal property included in the Purchase Price nor knowledge of any liens or encumbrances affecting such personal property, except as disclosed by this Agreement or otherwise in writing to Buyer.~~

(m) Condemnation; Special Assessments. Seller has no knowledge of any pending or contemplated condemnation, eminent domain or similar proceeding or special assessment which would affect the Property or any part thereof in anyway whatsoever.

(n) No Conflicts. The execution and delivery of this Agreement by Seller, the consummation of the transactions herein contemplated to be performed by Seller, and compliance with the terms of this Agreement by Seller will not conflict with, or, with or without notice or the passage of time or both, result in a breach of any of the terms or provisions of, or constitute a default under, any document, instrument or agreement, oral or written, to which Seller is a party or by which Seller or its assets are bound, or any applicable regulation of any governmental agency, or any judgment, order or decree of

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any court having jurisdiction over Seller or all or any portion of the Property.

12.2 Buyer hereby acknowledges that, except as otherwise stated in this Agreement, Buyer is purchasing the Property in its existing condition ~~and will, by the time called for herein, make or have waived all inspections of the Property Buyer believes are necessary to protect its own interest in, and its contemplated use of, the Property~~. The Parties acknowledge that, except as otherwise stated in this Agreement, no representations, inducements, promises, agreements, assurances, oral or written, concerning the Property, or any aspect of the occupational safety and health laws, Hazardous Substance laws, or any other act, ordinance or law, have been made by either Party or Brokers, or relied upon by either Party hereto.

12.3 In the event that Buyer learns that a Seller representation or warranty ~~might be~~ is untrue prior to the Closing, and Buyer elects to purchase the Property anyway then, and in that event, Buyer waives any right that it may have to bring an action or proceeding against Seller or Brokers regarding said representation or warranty.

12.4 Any environmental reports, soils reports, surveys, and other similar documents which were prepared by third party consultants and provided to Buyer by Seller or Seller's representatives, have been delivered ~~as an accommodation to Buyer and~~ without any representation or warranty as to the sufficiency, accuracy, completeness, and/or validity of said documents, all of which Buyer relies on at its own risk~~.~~, provided that except as disclosed by Seller in writing to Buyer, Seller has no knowledge that any of such reports are inaccurate or incomplete. ~~believes said documents to be accurate, but~~ Buyer is advised to retain appropriate consultants to review said documents and investigate the Property.

13. Possession.

~~Possession of the Property shall be given to Buyer at the Closing subject to the rights of tenants under Existing Leases.~~ See Paragraph 31 of the Addendum attached hereto and made a part of.

14. Buyer's Entry.

At any time during the Escrow period, Buyer, and its agents, consultants, advisors and employees and representatives, shall have the right at reasonable times ~~and subject to rights of tenants~~, to enter upon the Property for the purpose of making inspections and tests specified in this Agreement. ~~No destructive testing shall be conducted, however, without Seller's prior approval which shall not be unreasonably withheld.~~ Following any such entry or work, unless otherwise directed in writing by Seller, Buyer shall return the Property to the condition it was in prior to such entry or work, including the re-compaction or removal of any disrupted soil or material as Seller may reasonably direct. All such inspections and tests and any other work conducted or materials furnished with respect to the Property by or for Buyer shall be paid for by Buyer as and when due and Buyer shall indemnify, defend, protect and hold harmless Seller and the Property of and from any and all claims, liabilities, losses, expenses (including reasonable attorneys' fees), damages, including those for injury to person or property, arising out of or relating to any such work or materials or the acts or omissions of Buyer, its agents or employees in connection therewith except to the extent such damage or injury is caused by Seller or Seller's agents, employees, consultants, advisors or representatives gross negligence or willful misconduct.

15. Further Documents and Assurances.

The Parties shall each, diligently and in good faith, undertake all actions and procedures reasonably required to place the Escrow in condition for Closing as and when required by this Agreement. The Parties agree to provide all further information, and to execute and deliver all further documents, reasonably required by Escrow Holder or the Title Company.

16. Attorneys' Fees.

If any Party or Broker brings an action or proceeding (including arbitration) involving the Property whether founded in tort, contract or equity, or to declare rights hereunder, the Prevailing Party (as hereafter defined) in any such proceeding, action, or appeal thereon, shall be entitled to reasonable attorneys' fees and costs. Such fees may be awarded in the same suit or recovered in a separate suit, whether or not such action or proceeding is pursued to decision or judgment. The term "**Prevailing Party**" shall include, without limitation, a Party or Broker who substantially obtains or defeats the relief sought, as the case may be, whether by compromise, settlement, judgment, or the abandonment by the other Party or Broker of its claim or defense. The attorneys' fees award shall not be computed in accordance with any court fee schedule, but shall be such as to fully reimburse all attorneys' fees reasonably incurred.

17. Prior Agreements/Amendments.

17.1 This Agreement supersedes any and all prior agreements between Seller and Buyer regarding the Property.

17.2 Amendments to this Agreement are effective only if made in writing and executed by Buyer and Seller.

18. Broker's Rights.

~~18.1 If this sale is not consummated due to the default of either the Buyer or Seller, the defaulting Party shall be liable to and shall pay to Brokers the Brokerage Fee that Brokers would have received had the sale been consummated. If Buyer is the defaulting party, payment of said Brokerage Fee is in addition to any obligation with respect to liquidated or other damages.~~

18.2 Upon the Closing, Brokers are authorized to publicize the facts of this transaction.

19. Notices.

19.1 Whenever any Party, Escrow Holder or Brokers herein shall desire to give or serve any notice, demand, request, approval, disapproval or other communication, each such communication shall be in writing and shall be delivered personally, by messenger, or by mail, postage prepaid, to the address set forth in this agreement or by facsimile transmission, electronic signature, digital signature, or email.

19.2 Service of any such communication shall be deemed made on the date of actual receipt if personally delivered, or transmitted by facsimile transmission, electronic signature, digital signature, or email. Any such communication sent by regular mail shall be deemed given 48 hours after the same is mailed. Communications sent by United States Express Mail or overnight courier that guarantee next day delivery shall be deemed delivered 24 hours after delivery of the same to the Postal Service or courier. If such communication is received on a Saturday, Sunday or legal holiday, it shall be deemed received on the next business day.

19.3 Any Party or Broker hereto may from time to time, by notice in writing, designate a different address to which, or a different person or additional persons to whom, all communications are thereafter to be made.

20. Duration of Offer.

20.1 If this offer is not accepted by Seller on or before 5:00 P.M. according to the time standard applicable to the city of Anaheim, CA on the date of

_____ _____

_____ _____

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February 10, 2025 , it shall be deemed automatically revoked.

20.2 The acceptance of this offer, or of any subsequent counteroffer hereto, that creates an agreement between the Parties as described in paragraph 1.2, shall be deemed made upon delivery to the other Party or either Broker herein of a duly executed writing unconditionally accepting the last outstanding offer or counteroffer.

21. LIQUIDATED DAMAGES. (This Liquidated Damages paragraph is applicable only if initialed by both Parties).
THE PARTIES AGREE THAT IT WOULD BE IMPRACTICABLE OR EXTREMELY DIFFICULT TO FIX, PRIOR TO SIGNING THIS AGREEMENT, THE ACTUAL DAMAGES WHICH WOULD BE SUFFERED BY SELLER IF BUYER FAILS TO PERFORM ITS OBLIGATIONS UNDER THIS AGREEMENT. THEREFORE, IF, AFTER THE SATISFACTION OR WAIVER OF ALL CONTINGENCIES PROVIDED FOR THE BUYER'S BENEFIT, BUYER BREACHES THIS AGREEMENT, SELLER SHALL BE ENTITLED TO LIQUIDATED DAMAGES IN THE AMOUNT OF $100,000.00 as Seller's sole and exclusive remedy. **UPON PAYMENT OF SAID SUM TO SELLER, BUYER SHALL BE RELEASED FROM ANY FURTHER LIABILITY TO SELLER, AND ANY ESCROW CANCELLATION FEES AND TITLE COMPANY CHARGES SHALL BE PAID BY SELLER.**

Buyer's Initials _____ Seller's Initials _____

22. ARBITRATION OF DISPUTES. (This Arbitration of Disputes paragraph is applicable only if initialed by both Parties.)

22.1 ANY CONTROVERSY AS TO WHETHER SELLER IS ENTITLED TO LIQUIDATED DAMAGES AND/OR BUYER IS ENTITLED TO THE RETURN OF THE DEPOSIT SHALL BE DETERMINED BY BINDING ARBITRATION ADMINISTERED BY THE JUDICIAL ARBITRATION & MEDIATION SERVICES, INC. ("JAMS") IN ACCORDANCE WITH ITS COMMERCIAL ARBITRATION RULES ("COMMERCIAL RULES"). ARBITRATION HEARINGS SHALL BE HELD IN THE COUNTY WHERE THE PROPERTY IS LOCATED. SUCH CONTROVERSY SHALL BE ARBITRATED BY A SINGLE ARBITRATOR, APPOINTED UNDER THE COMMERCIAL RULES WHO HAS HAD AT LEAST 5 YEARS OF EXPERIENCE IN THE TYPE OF REAL ESTATE THAT IS THE SUBJECT OF THIS AGREEMENT. THE ARBITRATOR SHALL HEAR AND DETERMINE SAID CONTROVERSY IN ACCORDANCE WITH APPLICABLE LAW OF THE JURISDICTION WHERE THE PROPERTY IS LOCATED, THE INTENTION OF THE PARTIES AS EXPRESSED IN THIS AGREEMENT AND ANY AMENDMENTS THERETO, AND UPON THE EVIDENCE PRODUCED AT AN ARBITRATION HEARING. PRE-ARBITRATION DISCOVERY SHALL BE PERMITTED IN ACCORDANCE WITH THE COMMERCIAL RULES OR STATE LAW APPLICABLE TO ARBITRATION PROCEEDINGS. THE ARBITRATOR SHALL RENDER AN AWARD WITHIN 30 DAYS AFTER THE CONCLUSION OF THE HEARING, WHICH MAY INCLUDE ATTORNEYS' FEES AND COSTS TO THE PREVAILING PARTY PER PARAGRAPH 16 HEREOF AND SHALL BE ACCOMPANIED BY A REASONED OPINION. THE FAILURE OR REFUSAL OF A PARTY TO PAY SUCH PARTY'S REQUIRED SHARE OF THE DEPOSITS FOR ARBITRATOR COMPENSATION OR ADMINISTRATIVE CHARGES SHALL CONSTITUTE A WAIVER BY SUCH PARTY TO PRESENT EVIDENCE OR CROSS-EXAMINE WITNESSES, BUT SUCH WAIVER SHALL NOT ALLOW FOR A DEFAULT JUDGMENT AGAINST THE NON-PAYING PARTY IN THE ABSENCE OF EVIDENCE AND LEGAL ARGUMENT AS THE ARBITRATOR MAY REQUIRE FOR MAKING AN AWARD. JUDGMENT MAY BE ENTERED ON THE AWARD IN ANY COURT OF COMPETENT JURISDICTION NOTWITHSTANDING THE FAILURE OF A PARTY DULY NOTIFIED OF THE ARBITRATION HEARING TO APPEAR THEREAT.

22.2 BUYER'S RESORT TO OR PARTICIPATION IN SUCH ARBITRATION PROCEEDINGS SHALL NOT BAR SUIT IN A COURT OF COMPETENT JURISDICTION BY THE BUYER FOR DAMAGES AND/OR SPECIFIC PERFORMANCE UNLESS AND UNTIL THE ARBITRATION RESULTS IN AN AWARD TO THE SELLER OF LIQUIDATED DAMAGES, IN WHICH EVENT SUCH AWARD SHALL ACT AS A BAR AGAINST ANY ACTION BY BUYER FOR DAMAGES AND/OR SPECIFIC PERFORMANCE.

22.3 NOTICE: BY INITIALING IN THE SPACE BELOW YOU ARE AGREEING TO HAVE ANY DISPUTE ARISING OUT OF THE MATTERS INCLUDED IN THE "ARBITRATION OF DISPUTES" PROVISION DECIDED BY NEUTRAL ARBITRATION AS PROVIDED BY CALIFORNIA LAW AND YOU ARE GIVING UP ANY RIGHTS YOU MIGHT POSSESS TO HAVE THE DISPUTE LITIGATED IN A COURT OR JURY TRIAL. BY INITIALING IN THE SPACE BELOW YOU ARE GIVING UP YOUR JUDICIAL RIGHTS TO DISCOVERY AND APPEAL, UNLESS SUCH RIGHTS ARE SPECIFICALLY INCLUDED IN THE "ARBITRATION OF DISPUTES" PROVISION. IF YOU REFUSE TO SUBMIT TO ARBITRATION AFTER AGREEING TO THIS PROVISION, YOU MAY BE COMPELLED TO ARBITRATE UNDER THE AUTHORITY OF THE CALIFORNIA CODE OF CIVIL PROCEDURE. YOUR AGREEMENT TO THIS ARBITRATION PROVISION IS VOLUNTARY.

WE HAVE READ AND UNDERSTAND THE FOREGOING AND AGREE TO SUBMIT DISPUTES ARISING OUT OF THE MATTERS INCLUDED IN THE "ARBITRATION OF DISPUTES" PROVISION TO NEUTRAL ARBITRATION.

Buyer's Initials _____ Seller's Initials _____

23. Miscellaneous.

23.1 **Binding Effect**. This Agreement shall be binding on the Parties without regard to whether or not paragraphs 21 and 22 are initialed by both of the Parties. Paragraphs 21 and 22 are each incorporated into this Agreement only if initialed by both Parties at the time that the Agreement is executed. Signatures to this Agreement accomplished by means of electronic signature or similar technology shall be legal and binding.

23.2 **Applicable Law**. This Agreement shall be governed by, and paragraph 22.3 is amended to refer to, the laws of the state in which the Property is located. Any litigation or arbitration between the Parties hereto concerning this Agreement shall be initiated in the county in which the Property is located.

23.3 **Time of Essence**. Time is of the essence of this Agreement.

23.4 **Counterparts**. This Agreement may be executed by Buyer and Seller by the exchange of facsimile or electronic signatures and in counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument. Escrow Holder, after verifying that the counterparts are identical except for the signatures, is authorized and instructed to combine the signed signature pages on one of the counterparts, which shall then constitute the Agreement.

23.5 **Waiver of Jury Trial. THE PARTIES HEREBY WAIVE THEIR RESPECTIVE RIGHTS TO TRIAL BY JURY IN ANY ACTION OR PROCEEDING INVOLVING THE PROPERTY OR ARISING OUT OF THIS AGREEMENT.**

23.6 **Conflict**. Any conflict between the printed provisions of this Agreement and the typewritten or handwritten provisions shall be controlled by the typewritten or handwritten provisions. **Seller and Buyer must initial any and all handwritten provisions**.

23.7 **1031 Exchange**. Both Seller and Buyer agree to cooperate with each other in the event that either or both wish to participate in a 1031 exchange. Any party initiating an exchange shall bear all costs of such exchange. The cooperating Party shall not have any liability (special or otherwise) for damages to the exchanging Party in the event that the sale is delayed and/or that the sale otherwise fails to qualify as a 1031 exchange.

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23.8 **Days**. Unless otherwise specifically indicated to the contrary, the word "days" as used in this Agreement shall mean and refer to calendar days.

24. Disclosures Regarding the Nature of a Real Estate Agency Relationship.

24.1 The Parties and Brokers agree that their relationship(s) shall be governed by the principles set forth in the applicable sections of the California Civil Code, as summarized in paragraph 24.2.

24.2 When entering into a discussion with a real estate agent regarding a real estate transaction, a Buyer or Seller should from the outset understand what type of agency relationship or representation it has with the agent or agents in the transaction. Buyer and Seller acknowledge being advised by the Brokers in this transaction, as follows:

(a) *Seller's Agent*. A Seller's agent under a listing agreement with the Seller acts as the agent for the Seller only. A Seller's agent or subagent has the following affirmative obligations: (1) *To the Seller:* A fiduciary duty of utmost care, integrity, honesty, and loyalty in dealings with the Seller. (2) *To the Buyer and the Seller:* a. Diligent exercise of reasonable skills and care in performance of the agent's duties. b. A duty of honest and fair dealing and good faith. c. A duty to disclose all facts known to the agent materially affecting the value or desirability of the property that are not known to, or within the diligent attention and observation of, the Parties. An agent is not obligated to reveal to either Party any confidential information obtained from the other Party which does not involve the affirmative duties set forth above.

(b) *Buyer's Agent*. A selling agent can, with a Buyer's consent, agree to act as agent for the Buyer only. In these situations, the agent is not the Seller's agent, even if by agreement the agent may receive compensation for services rendered, either in full or in part from the Seller. An agent acting only for a Buyer has the following affirmative obligations. (1) *To the Buyer:* A fiduciary duty of utmost care, integrity, honesty, and loyalty in dealings with the Buyer. (2) *To the Buyer and the Seller:* a. Diligent exercise of reasonable skills and care in performance of the agent's duties. b. A duty of honest and fair dealing and good faith. c. A duty to disclose all facts known to the agent materially affecting the value or desirability of the property that are not known to, or within the diligent attention and observation of, the Parties. An agent is not obligated to reveal to either Party any confidential information obtained from the other Party which does not involve the affirmative duties set forth above.

(c) *Agent Representing Both Seller and Buyer*. A real estate agent, either acting directly or through one or more associate licensees, can legally be the agent of both the Seller and the Buyer in a transaction, but only with the knowledge and consent of both the Seller and the Buyer. (1) In a dual agency situation, the agent has the following affirmative obligations to both the Seller and the Buyer: a. A fiduciary duty of utmost care, integrity, honesty and loyalty in the dealings with either Seller or the Buyer. b. Other duties to the Seller and the Buyer as stated above in their respective sections (a) or (b) of this paragraph 24.2. (2) In representing both Seller and Buyer, the agent may not, without the express permission of the respective Party, disclose to the other Party confidential information, including, but not limited to, facts relating to either Buyer's or Seller's financial position, motivations, bargaining position, or other personal information that may impact price, including Seller's willingness to accept a price less than the listing price or Buyer's willingness to pay a price greater than the price offered. (3) The above duties of the agent in a real estate transaction do not relieve a Seller or Buyer from the responsibility to protect their own interests. Buyer and Seller should carefully read all agreements to assure that they adequately express their understanding of the transaction. A real estate agent is a person qualified to advise about real estate. If legal or tax advice is desired, consult a competent professional. Buyer has the duty to exercise reasonable care to protect Buyer, including as to those facts about the Property which are known to Buyer or within Buyer's diligent attention and observation. Both Seller and Buyer should strongly consider obtaining tax advice from a competent professional because the federal and state tax consequences of a transaction can be complex and subject to change.

(d) *Further Disclosures*. Throughout this transaction Buyer and Seller may receive more than one disclosure, depending upon the number of agents assisting in the transaction. Buyer and Seller should each read its contents each time it is presented, considering the relationship between them and the real estate agent in this transaction and that disclosure. Buyer and Seller each acknowledge receipt of a disclosure of the possibility of multiple representation by the Broker representing that principal. This disclosure may be part of a listing agreement, buyer representation agreement or separate document. Buyer understands that Broker representing Buyer may also represent other potential buyers, who may consider, make offers on or ultimately acquire the Property. Seller understands that Broker representing Seller may also represent other sellers with competing properties that may be of interest to this Buyer. Brokers have no responsibility with respect to any default or breach hereof by either Party. The Parties agree that no lawsuit or other legal proceeding involving any breach of duty, error or omission relating to this transaction may be brought against Broker more than one year after the Date of Agreement and that the liability (including court costs and attorneys' fees), of any Broker with respect to any breach of duty, error or omission relating to this Agreement shall not exceed the fee received by such Broker pursuant to this Agreement; provided, however, that the foregoing limitation on each Broker's liability shall not be applicable to any gross negligence or willful misconduct of such Broker.

24.3 *Confidential Information.* Buyer and Seller agree to identify to Brokers as "Confidential" any communication or information given Brokers that is considered by such Party to be confidential.

25. Construction of Agreement. In construing this Agreement, all headings and titles are for the convenience of the Parties only and shall not be considered a part of this Agreement. Whenever required by the context, the singular shall include the plural and vice versa. This Agreement shall not be construed as if prepared by one of the Parties, but rather according to its fair meaning as a whole, as if both Parties had prepared it.

26. Additional Provisions.

Additional provisions of this offer, if any, are as follows or are attached hereto by an addendum or addenda consisting of paragraphs 28 through 38 . (If there are no additional provisions write "NONE".)

ATTENTION: NO REPRESENTATION OR RECOMMENDATION IS MADE BY AIR CRE OR BY ANY BROKER AS TO THE LEGAL SUFFICIENCY, LEGAL EFFECT, OR TAX CONSEQUENCES OF THIS AGREEMENT OR THE TRANSACTION TO WHICH IT RELATES. THE PARTIES ARE URGED TO:

1. SEEK ADVICE OF COUNSEL AS TO THE LEGAL AND TAX CONSEQUENCES OF THIS AGREEMENT.

2. RETAIN APPROPRIATE CONSULTANTS TO REVIEW AND INVESTIGATE THE CONDITION OF THE PROPERTY. SAID INVESTIGATION SHOULD INCLUDE BUT NOT BE LIMITED TO: THE POSSIBLE PRESENCE OF HAZARDOUS SUBSTANCES, THE ZONING OF THE PROPERTY, THE INTEGRITY AND CONDITION OF ANY STRUCTURES AND OPERATING SYSTEMS, AND THE SUITABILITY OF THE PROPERTY FOR BUYER'S INTENDED USE.

WARNING: IF THE PROPERTY IS LOCATED IN A STATE OTHER THAN CALIFORNIA, CERTAIN PROVISIONS OF THIS AGREEMENT MAY NEED TO BE REVISED TO COMPLY WITH THE LAWS OF THE STATE IN WHICH THE PROPERTY IS LOCATED.

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NOTE:

1. **THIS FORM IS NOT FOR USE IN CONNECTION WITH THE SALE OF RESIDENTIAL PROPERTY.**
2. **IF EITHER PARTY IS A CORPORATION, IT IS RECOMMENDED THAT THIS AGREEMENT BE SIGNED BY TWO CORPORATE OFFICERS.**

The undersigned Buyer offers and agrees to buy the Property on the terms and conditions stated and acknowledges receipt of a copy hereof.

Date: _____

BROKER

School Location Services, Inc.

Attn: Dan Morrar
Title: Broker of Record

Address: _____
Phone: 323-686-6539
Fax: _____
Email: dmorrar@insiteefs.com
Federal ID No.: _____
Broker DRE License #: 02249805
Agent DRE License #: 01716132

BUYER

Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation

By: _____
Name Printed: Alfredo Rubalcava
Title: CEO and Superintendent
Phone: _____
Fax: _____
Email: arubalcava@magnoliapublicschools.org
Address: 250 E 1st Street, Suite 1500, Los Angeles, CA 90012

By: _____
Name Printed: _____
Title: _____
Phone: _____
Fax: _____
Email: _____

Address: _____
Federal ID No.: to be provided to Escrow

27. Acceptance.

27.1 Seller accepts the foregoing offer to purchase the Property and hereby agrees to sell the Property to Buyer on the terms and conditions therein specified.

27.2 In consideration of real estate brokerage service rendered by Brokers, Seller agrees to pay Buyer's Brokers a real estate Brokerage Fee in a sum equal to 1.50 % of the Purchase Price ~~to be divided between the Brokers as follows: Seller's Broker _____% and Buyer's Broker _____%~~. This Agreement shall serve as an irrevocable instruction to Escrow Holder to pay such Brokerage Fee to Buyer's Brokers out of the proceeds accruing to the account of Seller at the Closing. Seller shall pay Seller's Broker per a separate agreement.

27.3 Seller acknowledges receipt of a copy hereof and authorizes Brokers to deliver a signed copy to Buyer.

NOTE: A PROPERTY INFORMATION SHEET IS REQUIRED TO BE DELIVERED TO BUYER BY SELLER UNDER THIS AGREEMENT.

Date: _____

BROKER

Paul Kott Realtors, Inc.

Attn: Paul T. Kott
Title: Broker

Address: _____
Phone: 714-772-7000 x111
Fax: _____
Email: paulkott@pkrealtors.com
Federal ID No.: _____
Broker DRE License #: 00871311
Agent's DRE License #: 00637576

SELLER

Anaheim Facilities LLC, a California limited liability company

By: Anaheim Community Support Corporation, a California Nonprofit corporation, its sole member

By: _____
Name Printed: David Wilk
Title: Chief Financial Officer
Phone: _____

_____ _____
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Fax: _____
Email: dave.wilk@goals.org
Address: 1170 La Palma Parkway, Anaheim, CA 92801

By: _____
Name Printed: _____
Title: _____
Phone: _____
Fax: _____
Email: _____

Address: _____
Federal ID No.: _____

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ADDENDUM TO STANDARD OFFER, AGREEMENT AND ESCROW INSTRUCTIONS FOR PURCHASE OF REAL ESTATE

The STANDARD OFFER, AGREEMENT AND ESCROW INSTRUCTIONS FOR PURCHASE OF REAL ESTATE dated for reference purposes only as of January 17, 2025 (the "**Agreement**"), by and between Anaheim Facilities LLC, a California limited liability company as "Seller", and Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation as "Buyer", to which this Addendum (this "**Addendum**") is attached, is modified, amended and supplemented as follows:

28. BUYER'S RIGHT TO TERMINATE. Notwithstanding any other provision in Paragraph 9 or elsewhere in the Agreement, Buyer shall have the period of time as outlined in each of Subparagraph 9.1(a) through (j) (the "**Contingency Period**"), to investigate, review and approve or disapprove any or all Buyer's Contingencies prior to the Closing set forth in the Agreement in Buyer's sole and absolute discretion. Notwithstanding any terms in the Agreement to the contrary, Buyer, its representatives and consultants shall be allowed reasonable access to the Property and appropriate records for the purpose of making all inspections (including but not limited to surveys, physical inspections, ESA Phase I and II, zoning and soils studies) it deems necessary during the Contingency Period and prior to Closing. Prior to any entry on the Property for the purpose of performing any inspection or any test, i.) Buyer shall provide Seller with forty-eight (48) hour prior written notice and ii.) Buyer and its applicable consultants performing such inspection or test shall provide proof of liability insurance, showing Seller as additional insured. Buyer will repair any damage to the Property caused by its inspection. During the Contingency Period, Buyer may, in its sole and absolute discretion, for any reason, or no reason at all, terminate the Agreement, and following such a termination the Escrow Holder shall promptly return to Buyer the remaining Deposit within five (5) business days after written notice from Buyer of such termination. After such termination Buyer and Seller shall have no further rights or obligations under the Agreement, except for items that expressly survive the termination thereof. Further, unless Buyer provides Seller with written notice that Buyer elects to waive all contingencies on or before the expiration of the Contingency Period, it shall be deemed that Buyer has elected to terminate the Agreement, and the Deposit shall be promptly returned to Buyer by the Escrow Holder without any additional authorizations or approvals of any kind required.

29. SELLER'S DOCUMENTS. In addition to delivering the Seller's Mandatory Disclosure Statement, which shall include a Natural Hazard Disclosure Report, and Property Information Sheet as required by Paragraph 9.1(a), Seller agrees to deliver to, or make available to Buyer on or before three (3) days following the Date of Agreement, all documents and records (or copies thereof) relating to the Property in possession of or available to Seller (the "**Documentation**"), including, but not limited to the following:

A. Copies of third-party reports with respect to the Property including without limitation, Environmental Impact Report (EIR), ESA Phase I or Phase II, geotechnical report, physical inspection report, and toxic or zoning studies of any type if available.
B. Any ALTA survey showing the location of all improvements and any easements.
C. Any letters from, agreements with, or approvals or disapprovals by municipal agencies, including City, County, and State, including all entitlements related to the Property.

D. Any current or past lawsuits or disputes or actions related to the Property, which have occurred or been initiated over the past five (5) years.

E. Statement of current property taxes and assessed value, as well as tax bills for the last three (3) years.

F. Copies of any and all service and maintenance contracts, equipment leases, utility agreements, management agreements (including any correspondence relating to any deficiencies Seller has identified at the Property), parking agreements, operating agreements, ground leases and other agreements of any kind or nature relating to, or affecting any portion of, the Property.

G. The Title Policy insuring Seller's ownership, and if available a current and complete title report, including full legible copies of all exceptions and underlying documents.

H. Architectural and engineering plans, including any "as-built" drawings, floor plans, mechanical, electrical and plumbing, and an As-Is site plan.

I. Detailed rent roll showing all tenants, and/or all tenant leases affecting the Property and copies of any and all leases, subleases and other occupancy agreements, currently in effect with respect to the Property.

30. GOVERNMENT APPROVALS. Supplementing Section 9.1(e), following the date hereof, Buyer may pursue, at its sole cost and expense, the entitlements or other approvals it wishes to be approved (the "**Entitlements**") by the governmental authorities having jurisdiction over the Property (the "**Authorities**") regarding the construction and maintenance of a charter school on the Property (the "**Project**"). Seller agrees to cooperate with Buyer, at no cost to Seller, in Buyer's efforts to obtain the Entitlements including signing any applications and other documents needed for the Project, including without limitation, the execution of such applications or documentation as required to process such Entitlements. Seller agrees that it will not take any action, direct or indirect, which is adverse to, or in opposition of, the proposed Project and/or Buyer's efforts to obtain the Entitlements.

31. DELIVERY OF THE PROPERTY. Seller represents and warrants to Buyer that as of the Date of Agreement, the only tenant occupying the Property is Vibrant Minds Charter School (the "**Existing Tenant**"), and that the Existing Tenant has not entered into any subleases or any other occupancy agreements with any third party. Seller shall be required to deliver the Property free and clear of all tenants, subtenants or other occupants (collectively referred to as "**Tenants**"), save and except for the Existing Tenant.

Seller shall not extend the Existing Tenant's lease beyond [INSERT CURRENT LEASE EXPIRATION DATE], without Buyer's prior written consent, which consent may be withheld in its sole discretion. Save and except for the Existing Tenant, Seller shall not enter into any other leases or occupancy agreements, oral or written, for the Property. Prior to the Close of Escrow, all tenants, save and except for the Existing Tenant, shall have vacated and tendered possession of the Property to Seller (the "**Seller's Delivery Contingency**"). If, as of the fifth (5th) day prior to the Closing Date, the Seller's Delivery Contingency has not been satisfied, Buyer shall have all of the rights and remedies under California law and this Agreement, including, but not limited to, the rights and remedies set forth in Paragraph 37 herein.

32. OFAC REPRESENTATION. Supplementing Paragraph 12 of the Agreement, Seller hereby warrants and represents that Seller and each member of Seller is not, and will not become, a person or entity with whom United States persons or entities are restricted from doing business under regulations of the Office of Foreign Asset Control ("OFAC") of the Department of the Treasury (including those named on OFAC's Specially Designated and Blocked Persons list), or

under any statute, executive order (including the September 24, 2001 Executive Order Blocking Property and Prohibiting Transactions With Persons Who Commit, Threaten to Commit or Support Terrorism) or other governmental action, and is not and will not engage in any dealing or transaction or be otherwise associated with such persons or entities.

33. LIMITATION ON LIABILITY. Seller agrees that neither the holders of beneficial interests nor the trustees, officers, members, employees or agents of the Buyer (or any assignee of Buyer) shall be personally liable under the Agreement and all parties hereto shall look solely to the assets of the entity, for the payment of any claim or for the performance of any obligation of Buyer under the Agreement.

34. HAZARDOUS SUBSTANCES. Seller represents and warrants to Buyer that except as disclosed pursuant to Paragraph 12.1(c) to this Agreement: (a) Seller has not caused any Release of Hazardous Substances at, on, under, to, or from the Property; and (b) Seller has not received any written notice from any applicable governmental authority that the Property is in violation of an Environmental Law that has not been cured. For purposes of this Agreement, "Release" means any release, spill, emission, leaking, pumping, pouring, dumping, emptying, discharge, disposing, arranging for disposal, abandoning, deposit, injection, escaping, leaching, or migration into or through the environment; and "Hazardous Substance" means any substance that is listed, classified or regulated as hazardous or toxic, or as a pollutant or contaminant, pursuant to any Environmental Law, including any petroleum product or by-product, asbestos-containing material, lead-containing paint or plumbing, toxic mold, polychlorinated biphenyls or radioactive material.

35. INDEMNIFICATION. As an obligation which shall survive the Closing, and notwithstanding any terms in the Agreement to the contrary, whether attributable to events or circumstances which have theretofore or may hereafter occur and whether known or unknown to Buyer as of the Closing, Seller shall indemnify and hold Buyer, its employees, officers, directors, representatives, agents, affiliates, parents, subsidiaries, successors and assigns, and all persons, firms, corporations and organizations in its behalf and their respective members, managers, affiliates, successors and assigns harmless from (a) any losses arising out of any Release of Hazardous Substances on, at, under, or migrating to or from the Property that occurred prior to the Closing, including any remedial action required at any time with respect to such Release of Hazardous Substances, and (b) any responsibility under, non-compliance with, or violation of Environmental Law that first occurred prior to the Closing. For purposes of this Agreement, "Environmental Law" means any law or legal requirement relating to pollution, investigation or remediation of the same, the protection of human health or safety, the environment, or natural resources, or the manufacture, processing, distribution, use, treatment, storage, Release, threatened Release, transport, management, or other handling of Hazardous Substances.

36. SELLER DEFAULT; BUYER REMEDIES. If the Seller defaults under the Agreement, Buyer may pursue any and all available remedies at law or in equity including but not limited to: (i) receive a return of the Deposit, including any portion theretofore deemed non-refundable or released to Seller, and any interest earned thereon, and Seller shall reimburse Buyer for Buyer's reasonable due diligence costs and expenses or (ii) pursue an action for the specific performance of this Agreement. Buyer's right to indemnity and/or attorney's fees pursuant to the terms of the Agreement shall not be limited or eliminated by the terms of this Section.

37. BUSINESS DAYS. Business days shall mean and refer to any calendar day, excepting Saturday, Sunday, any Holiday and any Optional Bank Holiday (as defined in the

California Civil Code). If the last day for performance of any act herein does not fall on a business day, such performance shall be extended to the next business day with the same force and effect as if it had been performed on the day appointed.

38. MISCELLANEOUS. Except as set forth herein, the Agreement shall remain unmodified. The Agreement, as modified by this Addendum, shall remain in full force and effect. In the event of any conflict between any provisions of this Addendum and any other provisions of the Agreement, the provisions of this Addendum shall control. This Addendum may be executed in counterparts, each of which shall be deemed an original and all of which, when taken together, shall be deemed one and the same instrument. The parties may rely upon PDF or facsimile copies of signatures as if they were originals. The execution of this Addendum by the Sellers below shall be deemed to include and constitute the execution of the Agreement, as modified by this Addendum.

[Signatures on Following Page]

IN WITNESS WHEREOF, the parties have executed this Addendum as of the date referenced above.

BUYER:

Magnolia Educational & Research Foundation,
a California nonprofit public benefit corporation

By: _____
Alfredo Rubalcava
CEO and Superintendent

SELLER:

Anaheim Facilities LLC, a California limited liability company

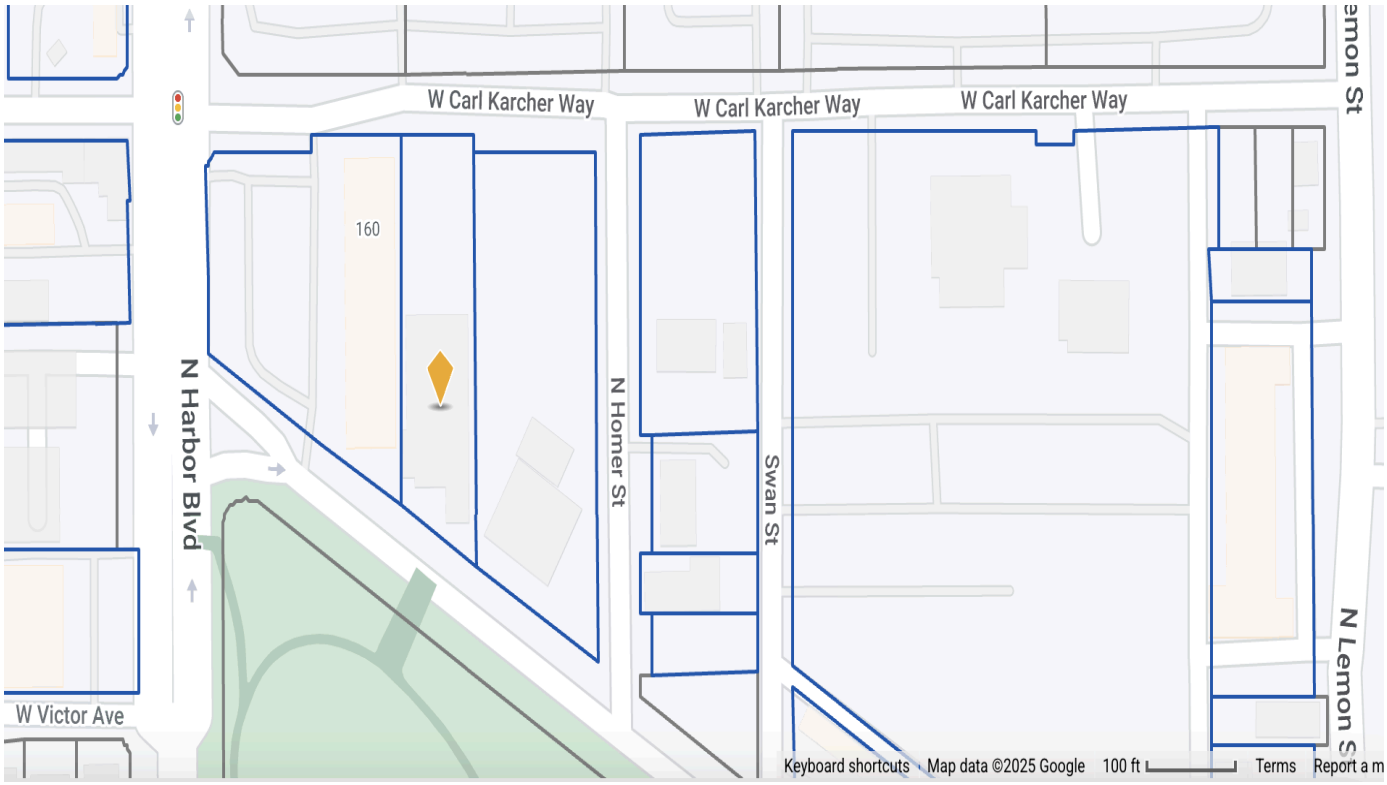
By: Anaheim Community Support Corporation, a California Nonprofit corporation, its sole member

By: _____
David Wilk
Chief Financial Officer

MAGNOLIA PUBLIC SCHOOLS

EXHIBIT B

SITE PLAN



MAGNOLIA PUBLIC SCHOOLS

EXHIBIT C

PICTURES OF PROPERTY













Coversheet

Approval of Resolution to Affirm Magnolia Public Schools Campuses are a Safe Educational Environment for All Students

Section: IV. Action Items
Item: C. Approval of Resolution to Affirm Magnolia Public Schools Campuses are a Safe Educational Environment for All Students
Purpose: Vote
Submitted by:
Related Material:
IV_C_Resolution to Affirm MPS Campuses are a Safe Educational Environment for All Students.pdf

Agenda Item:	IV C: Action Item
Date:	February 13, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Educational Partners & Development Committee
Staff Lead(s):	Dr. Brenda D. Olivares, Chief Impact Officer
RE:	Resolution to Affirm Magnolia Public Schools Campuses are a Safe Educational Environment for All Students

Action Proposed:

I move that the Board approve the revised Resolution to Affirm Magnolia Public Schools Campuses are a Safe Educational Environment for all students.

Purpose:

This resolution is an update to our previous *MPS Safe Zones Resolution,* approved on March 9, 2017. On January 21, 2025, the Department of Homeland Security ("DHS") announced that it was rescinding a Biden-era policy preventing immigration enforcement actions at "sensitive locations," including schools. This update to the previous practices and law regarding sensitive locations was signed as part of the new presidential administration's executive order.

As a response, we are providing language that continues to support and affirm that Magnolia Public Schools is committed to a safe, educational environment for all students. We have provided information and guidance to school leaders and office staff should any visitor request access or information to our school sites or students' information.

Background:

We want to ensure that our families and students feel safe at all of our MPS campuses by affirming that the MPS campuses are a safe educational environment for all students. This resolution will continue to assert Magnolia, as an organization, has protocols and procedures in place that protect student privacy and information as outlined in the resolution under the existing California Education Code.

We will continue to provide a high-quality educational program in a safe environment where everyone is welcome no matter their immigration status, ethnicity, race, religion, gender, sexual orientation, socio-economic status, disability, or beliefs.

Impact:
This resolution and action that follow will benefit all students, parents, and staff at MPS by offering services as needed with community partners as we navigate specific community needs. Every school's Community School Coordinator (CSC) takes an active role in vetting and partnering with local community partners and navigating resources available to all educational partners.

Exhibits:

- Resolution to Affirm Magnolia Public Schools Campuses are a Safe Educational Environment for All Students

Magnolia Public Schools
Board of Directors

Resolution: 20170309-1

RESOLUTION TO AFFIRM THAT MPS CAMPUSES ARE A SAFE EDUCATIONAL ENVIRONMENT FOR ALL STUDENTS

Whereas, Magnolia Public Schools (MPS) provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others regardless of, but not limited to, their immigration status, ethnicity, race, religion, gender, sexual orientation, socio-economic status, disability, or beliefs;

Whereas, in Plyler v. Doe (1982), the United States Supreme Court held that all immigrant children are people "in any ordinary sense of the term" and hence protected from discrimination under the 14th Amendment, and that all children, regardless of their immigration status, have the right to a free public education;

Whereas, the California Constitution, Article 1, Section 28(f)(1) states, "All students and staff of public primary, elementary, junior high, and senior high schools, and community colleges,
colleges and universities have the inalienable right to attend campuses which are safe, secure, and peaceful;" and

Whereas, California Education Code, Section 200 provides, "It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state . . . " and per California Education Code Section 212, "nationality" includes citizenship, country of origin, and national origin;

WHEREAS: California Education Code, Section 234.7 requires local educational agencies including charter schools to have policies and procedures in place limiting assistance with immigration enforcement at public schools, to the fullest extent possible consistent with federal and state law, and ensuring that public schools remain safe and accessible to all California residents, regardless of immigration status. Such policies and procedures ("AB 699 Policies and Procedures") must be consistent with the California Attorney General's model policies and include:

1. Procedures related to requests for access to school grounds for purposes related to immigration enforcement.
2. Procedures for local educational agency employees to notify the superintendent of the school district or his/her/their designee, the superintendent of the county office

of education or his/her/their designee, or the principal of the charter school or his/her/their designee, as applicable, if an individual requests or gains access to school grounds for purposes related to immigration enforcement.

3. Procedures for responding to requests for personal information about pupils or their family members for purposes of immigration enforcement.

Now, therefore, be it resolved, That the Magnolia Public Schools Board of Directors directs the Chief Executive Officer to:

- Continue to limit assistance with immigration enforcement at its schools, to the fullest extent possible consistent with federal and state law, and is committed to ensuring that its schools remain safe and accessible to all California residents, regardless of immigration status.
- Continue to implement MPS AB699 policies and procedures regarding educational equity and immigration enforcement.

Passed and adopted by the Board of Directors at a meeting held on February 13, 2025, by the following vote:

AYES: NOES: ABSENT: ABSTAIN:

_____ _____

Mekan Muhammedov, President
MPS Board of Directors

Date

Coversheet

Approval of 2025-26 School Safety Plans for All Magnolia Public Schools

Section:	IV. Action Items
Item:	D. Approval of 2025-26 School Safety Plans for All Magnolia Public Schools
Purpose:	Vote
Submitted by:	
Related Material:	IV_D_2025-26 School Safety Plans for all Magnolia Public Schools.pdf

Agenda Item:	IV D: Action Item
Date:	February 13, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Meagan Wittek, Director of Student Services
RE:	2025-26 School Safety Plans for all Magnolia Public Schools

Action Proposed:

I move that the Board approve the School Safety Plan (SSP) for the 2025-26 school year for the schools within Magnolia Public Schools. In addition, for the Board to grant the Director of Student Services permission to update the School Safety Plans to align with the upcoming revised Title IX policy once it is finalized and adopted to ensure compliance and to support a safe and equitable environment for all students and staff. The follow schools are:

- Magnolia Science Academy 1
- Magnolia Science Academy 2
- Magnolia Science Academy 3
- Magnolia Science Academy 4
- Magnolia Science Academy 5
- Magnolia Science Academy 6
- Magnolia Science Academy 7
- Magnolia Science Academy Bell
- Magnolia Science Academy Santa Ana
- Magnolia Science Academy San Diego

Purpose:

In accordance with California Education Code 32280-32289.5, all public schools are mandated to establish and maintain a school safety plan (SSP). These plans must encompass specific elements, including procedures for emergency evacuation, lockdown, and responses to crises and

emergencies. SSPs are subject to regular review and updates through collaboration with educational partners at the school site to ensure their effectiveness. At Magnolia Public Schools (MPS), we leverage the Parent Advisory Committee (PAC) to engage and educate our partners on our safety practices. The PAC serves as a vital channel for capturing feedback that allows us to continuously evaluate and enhance school-wide systems related to safety and emergency preparedness. An additional requirement for schools co-located and authorized by the Los Angeles Unified School District is adopting an Integrated Safe School Plan (ISSP). This plan encompasses all schools within a single site, ensuring a coordinated and comprehensive approach to safety. MPS school leaders collaborate to establish and maintain practices and safety measures. As part of our commitment to transparency and readiness, the SSP slated for adoption for the 2025-26 school year reflects a dynamic approach. School sites retain the flexibility to adjust and modify plans in response to the evolving needs of the learning community. This adaptability ensures that our safety measures remain relevant and practical, providing a secure environment for all students and staff.

Impact:

Magnolia Public Schools (MPS) is committed to maintaining a safe learning environment in accordance with California Education Code 32280-32289.5. Our updated School Safety Plans (SSP) for 2025-26 include emergency procedures and incorporate feedback from the Parent Advisory Committee (PAC) to ensure continuous improvement.

For co-located campuses with Los Angeles Unified School District, MPS also adopts the Integrated Safe School Plan (ISSP) for coordinated safety efforts. By remaining flexible and responsive to the community's needs, MPS ensures that safety measures are practical, relevant, and effective for all students and staff.

Budget Implications:

The SSP includes a variety of measures aimed at improving school safety, such as providing training for school staff on emergency responses and crisis management, improving school infrastructure to make the building more secure, and acquiring equipment and supplies to ensure the school site can manage crises or emergencies. The costs for implementing a school site safety plan are projected to be approximately $8,000 -$15,000, depending on the school site and specific needs. The individual school sites' operations budget will pay for these costs.

Exhibits:

- Magnolia Science Academy 1 School Safety Plan
- Magnolia Science Academy 2 School Safety Plan
- Magnolia Science Academy 3 School Safety Plan
- Magnolia Science Academy 4 School Safety Plan
- Magnolia Science Academy 5 School Safety Plan
- Magnolia Science Academy 6 School Safety Plan
- Magnolia Science Academy 7 School Safety Plan
- Magnolia Science Academy Bell School Safety Plan
- Magnolia Science Academy Santa Ana School Safety Plan
- Magnolia Science Academy San Diego School Safety Plan
- Los Angeles Unified School District Integrated Safe School Plan for MSA 4, MSA 6, and MSA Bell

Magnolia Science Academy 1
MAGNOLIA PUBLIC SCHOOLS

School Safety Plan

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

A meeting for public input was held on January 31, 2025

Plan Revised January 31st, 2025

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 13, 2025

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
School Safety Plan
2025-2026

Magnolia Science Academy 1 Parent Advisory Committee certifies that it has reviewed and participated in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]		

Parent Advisory Committee/Safety Planning

Name	Title	Contact Email
Brad Plonka	Principal	bplonka@magnoliapublicschools.org
Hector Romero	Certificated - Teacher	hromero@magnoliapublicschools.org
Daniel Aburto	Certificated - Teacher	daburto@magnoliapublicschools.org
Jose Valladolid	Classified - CSC	jvalladolid@magnoliapublicschools.org
Brenda Rosas	Parent	[redacted]
Beatriz Gonzalez	Parent	

Magnolia Science Academy 1
School Safety Plan
2025-2026

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.

About our School as a Safe Place to Learn

What is the vision of a school that is a safe place to learn? What does the parent advisory committee want the school to look like?

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

Magnolia Science Academy 1
School Safety Plan
2025-2026

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Magnolia Science Academy 1
School Safety Plan
2025-2026

PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Magnolia Science Academy 1
School Safety Plan
2025-2026

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

Assessment of Data

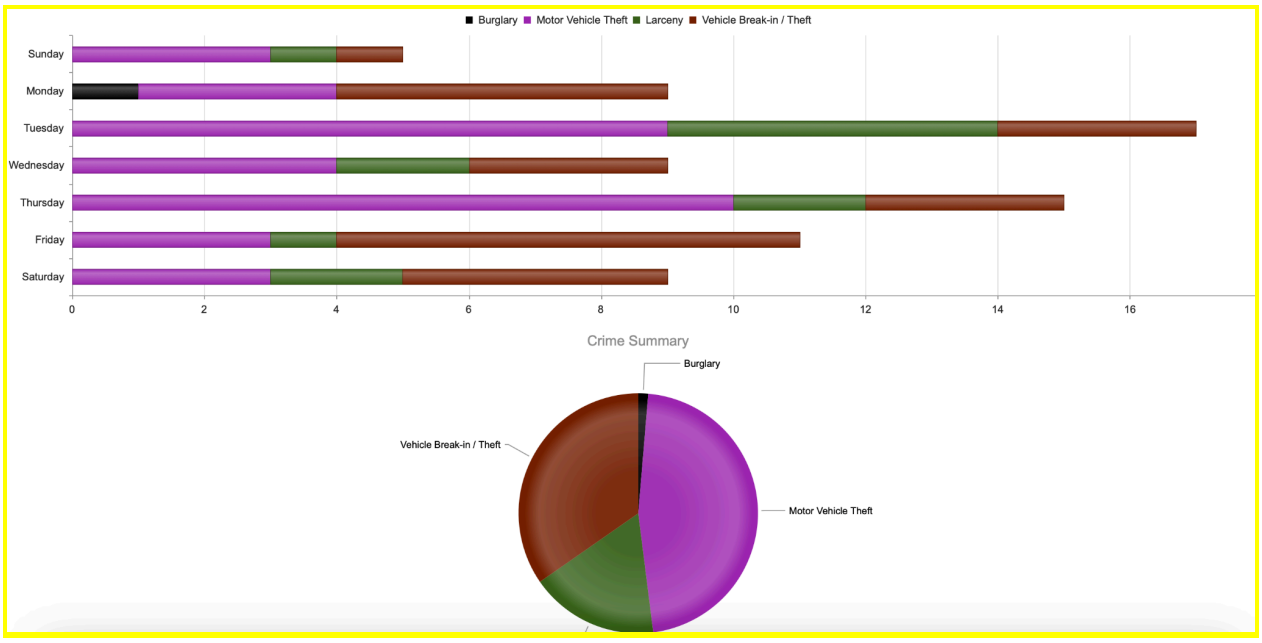
Local Crime Data

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 from 6/8/2024 to 12/04/2024:

Type	Number
Total Crimes during time period	75
Top #1 Motor Vehicle Theft	35
#2 Vehicle Break in Theft	26
#3 Larceny	13

Magnolia Science Academy 1
School Safety Plan
2025-2026



This data is represented by the following graphic pulled from source website: https://www.crimemapping.com/map/location/91335%2C%20Reseda%2C%20CA%2C%20USA?id=dHA9MCN0dj0xYTMzOTJmYSNsb2M9MTMyMTE2MiNsbmc9NDMjcGw9MTAyMjY3OCNsYnM9MTQ6NTM4NjUxNSNsbj1Xb3JsZA%3D%3D#

School-wide Data

Data regarding the school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on December 17th, 2024. The following data was reviewed:

	2021-22	2022-23	2023-24	Currently as of 12/17/2024
Suspension Data Out-of-School	14	24	22	2.5%
Suspension Data In-School	0	4	0	0
Expulsion Data	0	0	1	0
Office Discipline Referrals ODRs	70	47	83	145

Magnolia Science Academy 1
School Safety Plan
2025-2026

Average Daily Attendance (ADA) Rate	90.71%	93.23%	94.05%	93.1%
Chronic Absenteeism Rate	29.9%	23.5%	23%	20.6%
Graduation Rate	95.9%	94.9%	95.9%	TBD

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, 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: Educational Partner Surveys

Component 2: Goal#2

Goal(s):

- Objective:Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) >=20%
- Related Activities: Assembly Recognitions, Teacher PD, Grade Level Challenge, Student Survey, Attendance CART
- Resources needed: Prizes,
- Person(s) responsible for implementation: Dean of Students

- Budget:
- Evaluation guidelines: Monitoring Attendance Weekly

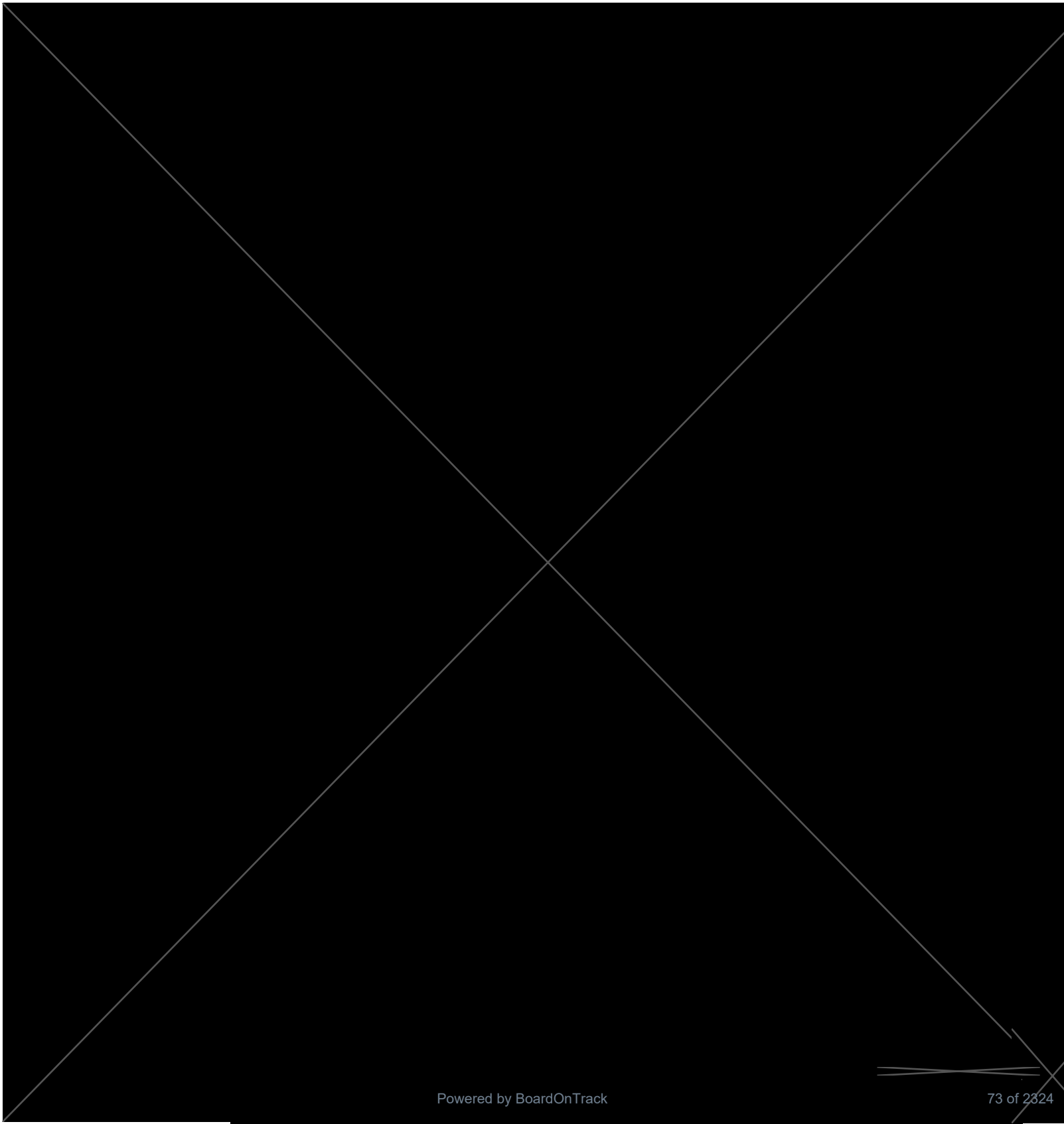
Component 3: Goal#3

Goal(s):

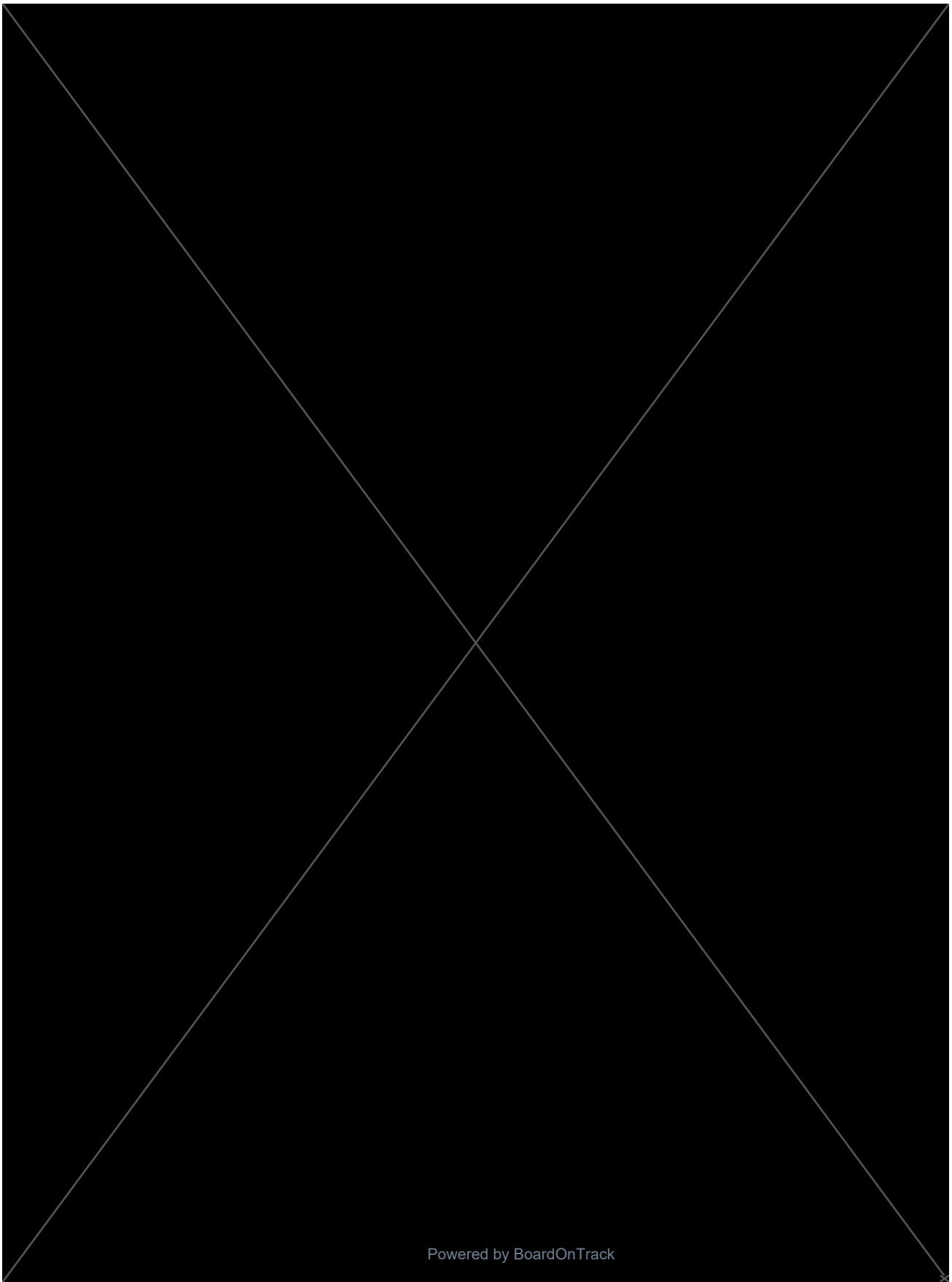
- Objective: Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) 15%>=
- Related Activities: Teacher Parent Visits, Staff Parent Visits (3/26/2025 & 4/30/2025)
- Resources needed: Teacher/Staff Preparation & Parent Communication
- Person(s) responsible for implementation: Admin
- Budget:
- Evaluation guidelines: Student Policies - MPS Home Visit Policy 20230608.pdf

Magnolia Science Academy 1
School Safety Plan
2025-2026

School Maps



Magnolia Science Academy 1
School Safety Plan
2025-2026



Magnolia Science Academy 1
School Safety Plan
2025-2026

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:**

Magnolia Science Academy 1
School Safety Plan
2025-2026

Emergency Drill Evaluation

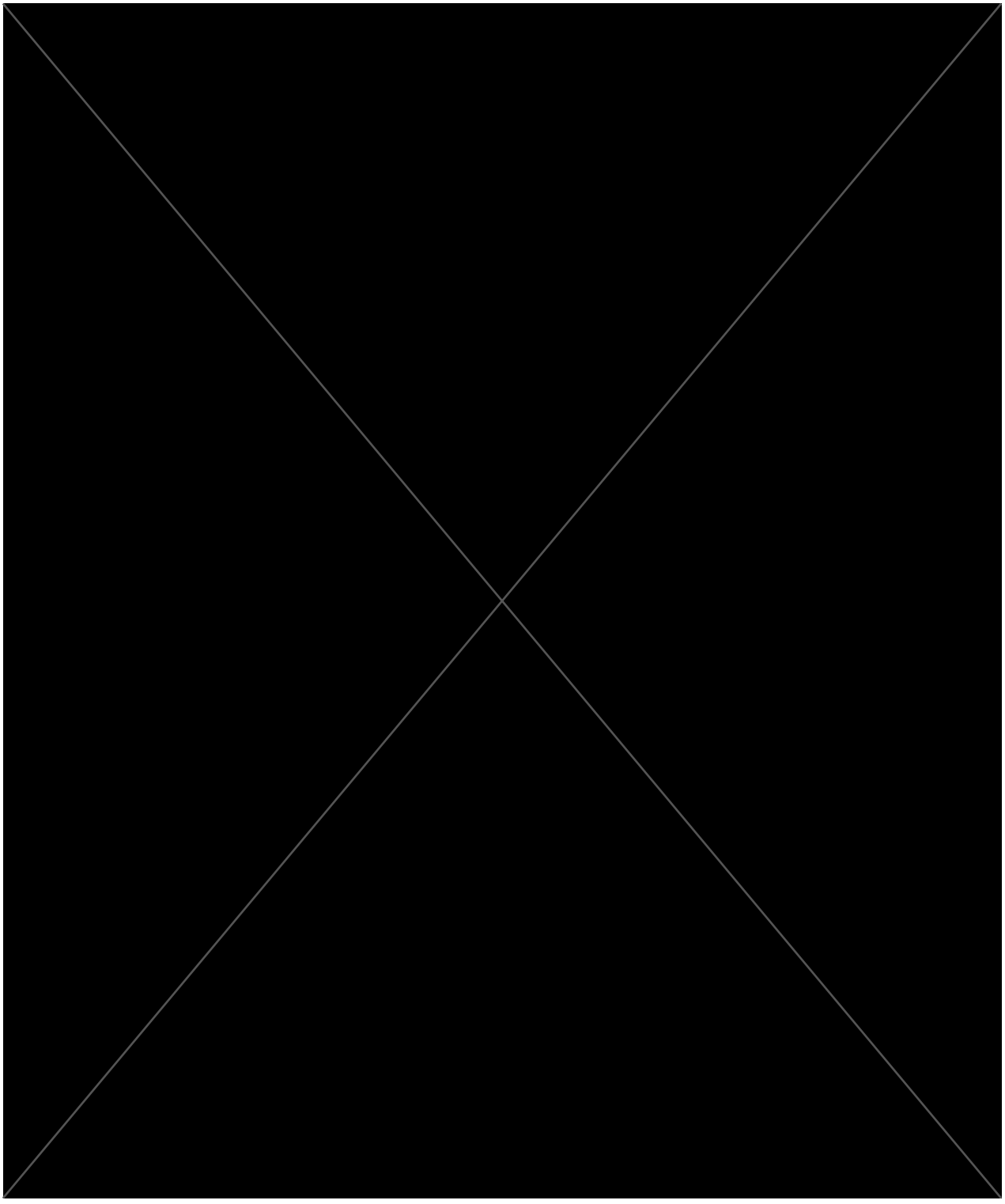
MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

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Emergency Drill Calendar



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Post-Incident Debriefing: Following the resolution of any emergency situation, a comprehensive debriefing process is integral to refining emergency response procedures and ensuring continuous improvement. The post-incident debriefing involves the following steps:

1. Convene the Debriefing Team
2. Documentation Review
3. Chronology of Events
4. Identify Strengths
5. Identify Areas for Improvement
6. Implementation of Changes
7. Follow-up Debrief Sessions

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

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

- Assigning employees to specific roles based on their skills, abilities, and normal functions.

- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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 and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to 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.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the

training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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 and Forms | County of Orange Social Services Agency
   - 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).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
    - Report and sign in at the office.
    - Be provided with a visitor's badge.
    - Be prepared to provide identification to school personnel.
    - Respect school rules.
3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

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Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.

3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communcaiton. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.

- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

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Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take

the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family, and school connection is part of the

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Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

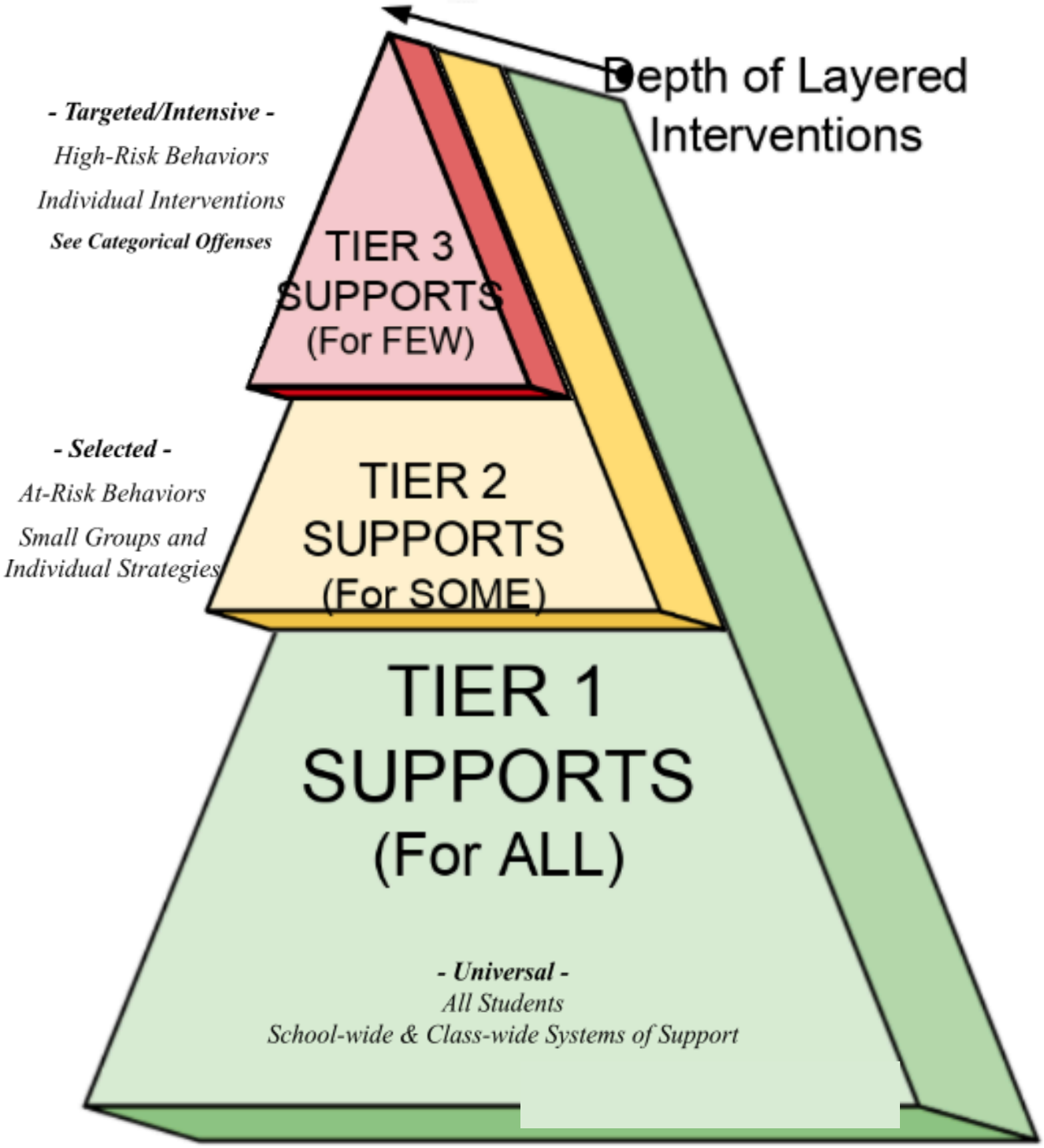
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each 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, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

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 and causes a substantial disruption to the normal operation of the School. 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 causes a substantial disruption to the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of students to lawful student expression, as outlined in the “MPS Student Freedom of Speech/Expression Policy” available in the office of each MPS school.

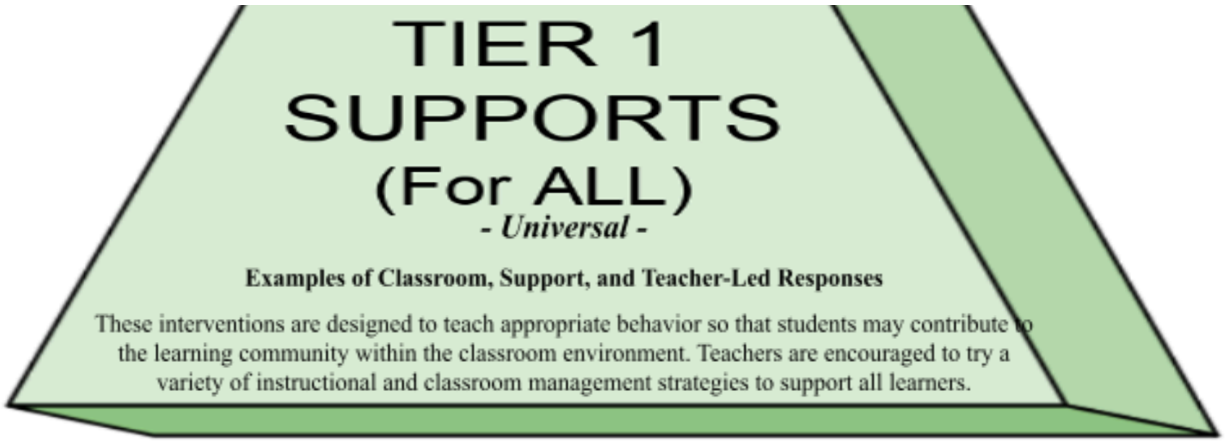
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

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Multi-Tiered System of Response to Behavior

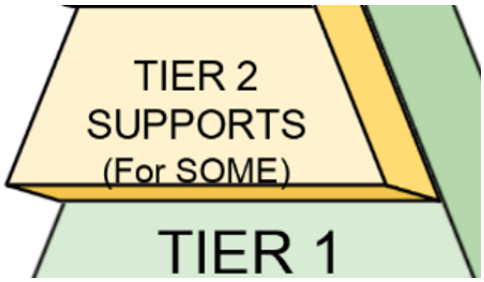


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Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning 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	✔ 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

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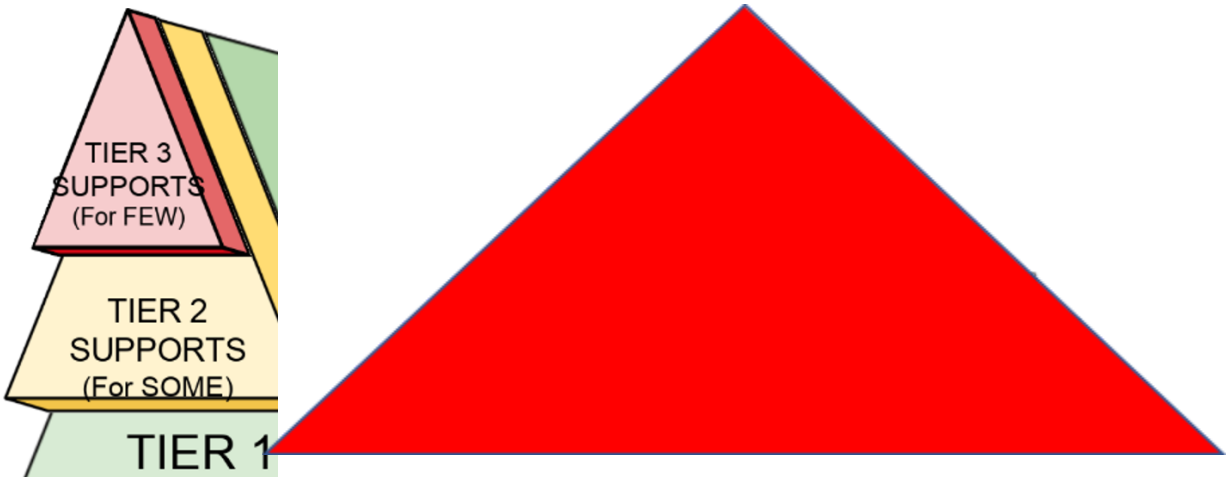
Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
• 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	✔ 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

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• Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel	



Level 3 Infractions	Interventions
• 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	✔ 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

• 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	

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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 school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general

education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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.

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

MPS school staff has committed itself to encouraging and supporting 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 in the school information system but also positive behaviors and accomplishments.

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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.

Alternatives to Suspension and/or Expulsion

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The 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 school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and the progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS 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 reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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.

Grounds for Suspension and Expulsion of Students

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: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered

or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic

performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with their academic performance.
   iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
      (d) An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as

the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a

student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

   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 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 the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). 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/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator 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 of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 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.

4. Homework Assignments During Suspension

In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made in writing 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 of at least one school administrator (serves as procedural advisor), 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 and will be delivered to the parent/guardian in a written response. 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.

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Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

It is preferable 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. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

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 or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian 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 the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MPS’ 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 and/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.

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the

hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining

witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of 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 recommendation 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 Administrative 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 expelled 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 their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense 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 with MPS
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

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

Expulsion Appeals

In order 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 being informed 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 fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and MPS. That decision shall be final.

Interim Placement

MPS shall be responsible for the appropriate interim placement of students during and pending the completion of the MPS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

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Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA/District**
   The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. **Procedural Safeguards/Manifestation Determination**
   Within ten (10) school days of a recommendation for expulsion or any decision to change the placement

of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the

proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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 winfully defied the valid authority of school personnel (Grades 9-12 only)



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- (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.

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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

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Title IX

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[1] MPS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in MPS's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by MPS to provide an aid, benefit, or service under MPS's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

[1] MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from MPS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
    - The degree to which the conduct affected the complainant's ability to access MPS's education program or activity;
    - The type, frequency, and duration of the conduct;
    - The parties' ages, roles within MPS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
    - The location of the conduct and the context in which the conduct occurred; and
    - Other sex-based harassment in MPS's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
    - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
    - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
        - The length of the relationship;
        - The type of relationship; and
        - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
    - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
    - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
    - Shares a child in common with the victim; or
    - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
    - Fear for the person's safety or the safety of others; or
    - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
  - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
  - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, 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 or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) MPS's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to MPS that objectively can be understood as a request for MPS to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of MPS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom MPS has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated MPS's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to MPS's education program or activity, including measures that are designed to protect the safety of the parties or MPS's educational environment; or (2) provide support during MPS's grievance procedures or during an informal resolution process.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure MPS's consistent compliance with Title IX.

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Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes MPS from requiring an employee or other person authorized by MPS to provide aid, benefit, or service under MPS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at MPS, if any, can be found on the MPS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;

- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether MPS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents MPS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or MPS's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

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If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the predetermined complaint officer for the MPS Board:

Fiorella Del Carpio

Chief People Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

fdelcarpio@magnoliapublicschools.org

The appeal decision maker, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of MPS's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by MPS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. MPS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

MPS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in MPS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

MPS allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

MPS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.[2] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, MPS will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

MPS may dismiss a complaint if:

- MPS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in MPS's education program or activity and is not employed by MPS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and MPS determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- MPS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, MPS will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

[2] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable MPS policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the
  date(s) and location(s) of the alleged incident(s), to the extent that information is available to MPS;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if MPS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by MPS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless MPS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone
  other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to
  prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

MPS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find MPS's determination unsatisfactory, the party may, within five (5) business days of notice of MPS's determination, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or
notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by MPS including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

No party, witness, or other person participating in MPS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on MPS's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

MPS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the MPS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to MPS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of MPS's obligations under:
    - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
    - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide MPS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any MPS leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory

summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

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 employees, Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing MPS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions MPS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. MPS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

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MAGNOLIA PUBLIC SCHOOLS
TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

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Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[3]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

[3] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [4] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student

[4] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

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MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

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Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

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HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

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Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
   - Accommodations for Pregnant and Parenting Pupils;
   - Adult Education;
   - After School Education and Safety;
   - Career Technical Education;
   - Career Technical and Technical Training;
   - Child Care and Development;
   - Compensatory Education;
   - Consolidated Application;
   - Course Periods without Educational Content;
   - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
   - Every Student Succeeds Act;
   - Local Control & Accountability Plans (LCAP)/LCFF;
   - Migrant Education;
   - Physical Education Instructional Minutes;
   - Pupil Fees;
   - Reasonable Accommodations to a Lactating Pupil;
   - Regional Occupational Centers and Programs;
   - School Plans for School Achievement;
   - School Safety Plans;
   - Schoolsite Councils.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

    b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

        i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

        ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

        iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

    c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

    d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

    e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

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Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.

3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a

period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation
Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless

stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

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MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools

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250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

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MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #:
_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012

(213) 628-3634

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Professional Boundaries: 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 Suspected 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- 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.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- 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.

Dress Code/Uniforms

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. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **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 you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

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MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

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MPS Student Uniform Policy

BOTTOM	• Pants, shorts, skirts, skorts, or capris are acceptable. • Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue. **Belts** ***(required for all variations of dress uniform)*** • Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal). • The buckle may only have one catch. • Belt must be of correct waist size, so that there is minimal excess length (less than five inches). • Any excess length of belt must be tucked through a belt loop and may not hang down.	**Pants/Skirts/Skorts/Shorts** • May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone. • Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides. • Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip. • 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. 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.
TOP	• White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved. • Hoods may not be worn at school. • Top of garment must be at or above hipbone when student is standing up.	**Undergarments** All undergarments, including bras, boxer shorts, etc., should not be visible **Other Guidelines** • Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or 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 shirt may not hang out of sleeves.

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FOOTWEAR	• For all footwear including "athletic" footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) • Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white. • No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.	**Shoes** • Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces 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 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 collar of 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 undo 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. o No brightly colored or glitter eye shadow, or blush. o Mascara and eyeliner should be minimal. o Lipstick should be a natural color. o Earrings must be studs or one (1) inch hoops and worn on earlobe.
PE UNIFORM	• **Top:** Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE. • **Bottom:** Properly fitting navy shorts. Waist size of shorts must be appropriate to student's waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides **Footwear:** Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)	
OUTERWEAR	• Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue. **For colder weather** • Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo. • Sweatshirts and jackets must be solid white, gray, black, or navy-blue.	

Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school's administration
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues

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RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

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These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.
- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.

- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

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Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building's air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.
- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.

- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
    - Nature of threat on the phone line
    - School name
    - Phone number of the line receiving the threat
    - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.
- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

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Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.
- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.

- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:



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- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.
- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.

- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

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Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.
- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:

- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:

- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:

- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:

- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.



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- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: Jason Mertell, jmertell@magnoliapublicschools.org . Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

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 the 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.

Emergency Drills

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

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The School Principal, or 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

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 or designee.

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 were taken by the school.
- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed

- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

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RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.

- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.
- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Magnolia Science Academy 1
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Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Magnolia Science Academy 1
School Safety Plan
2025-2026

Schoolwide Supporting Documents

School Site Emergency Org Chart.png

Organizational Chart

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL SITE EMERGENCY MANAGEMENT ORGANIZATION CHART

This chart can be expanded or abridged to meet the scope of the incident that is being managed.

This chart shows the management organization for the school's response to an emergency. The other members of the staff assigned to various elements of the emergency will report in to the people listed on the chart.

Incident Commander
1. Brad Plonka
2. John Terzi

Public Information Officer
Brad Plonka

Safety Coordinator (Optional)
Jason Mertell

Planning/Intelligence
1. Azniv Fotolyan
2. Jessica Garcia

Communications
1. Jennifer Orozco
2. _____

Documentation
1. Azniv Fotolyan
2. Jessica Garcia

Operations
Alejandro Gutierrez
2. _____

First Aid/Medical Team(s)
1. Gage Snook
2. Yanira Jimenez

Search and Rescue Team(s)
1. ~~Faruk Bidak~~
2. John Terzi

Security/Utilities Team(s)
1. Ray
2. Ash

Assembly Area Team(s)
1. Jessica Garcia
2. _____

Fire Suppression/HazMat Team(s)
1. Alejandro Gutierrez
2. Fernando

Psychological/First Aid Team(s)
1. Taline Esser
2. Kaylee Smith

Request Gate Team(s)
1. Janet Tran
2. Liliana Garcia

Reunion Gate Team(s)
1. Mariajose Olandes
2. Jessica Gomez

Logistics
1. Jason Mertell
2. _____

Supply/Equipment
1. Chris Gordon
2. Alejandro G.

Transportation
1. Maria Hellstorm
2. _____

Finance/Administration
1. Maria Hellstorm
2. _____

Staff Accounting
1. Maria Hellstorm
2. _____

Cost Accounting
1. Maria Hellstorm
2. _____

If no one is assigned to a position, it is assumed that the person who manages that position is keeping, and doing, the responsibility for the unfilled position.

The Incident Command System

Note: This organization Chart is based on ICS and adapted for LAUSD use. The Principal and School Safety Committee should use discretion in making further modifications to address specific needs of the school. ***The first name in the box represents the primary responsible person; the second name denotes the backup.***

Magnolia Science Academy 1
School Safety Plan
2025-2026

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Magnolia Science Academy 1
School Safety Plan
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Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

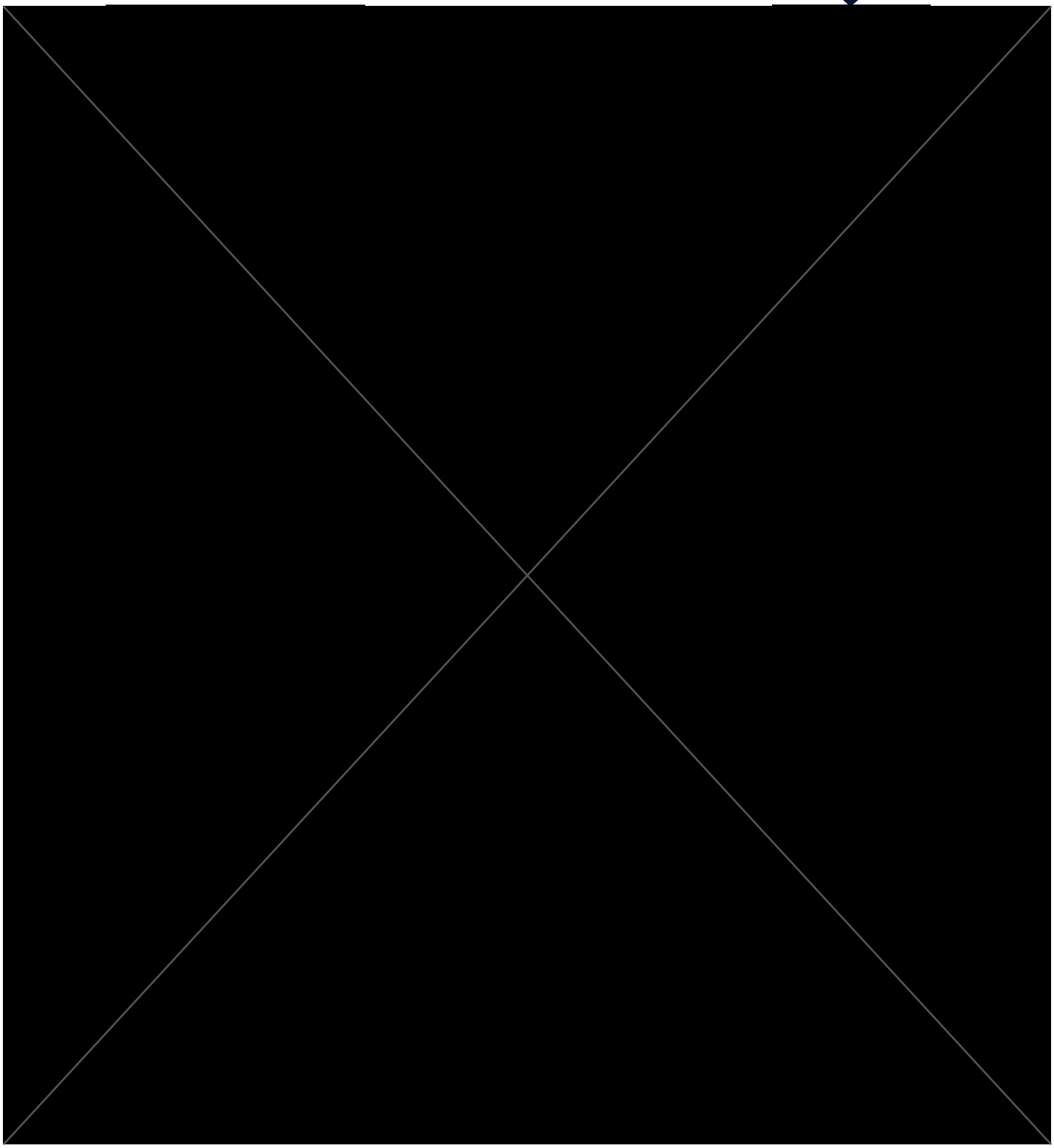
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Safe School Plan Quick Reference Guide

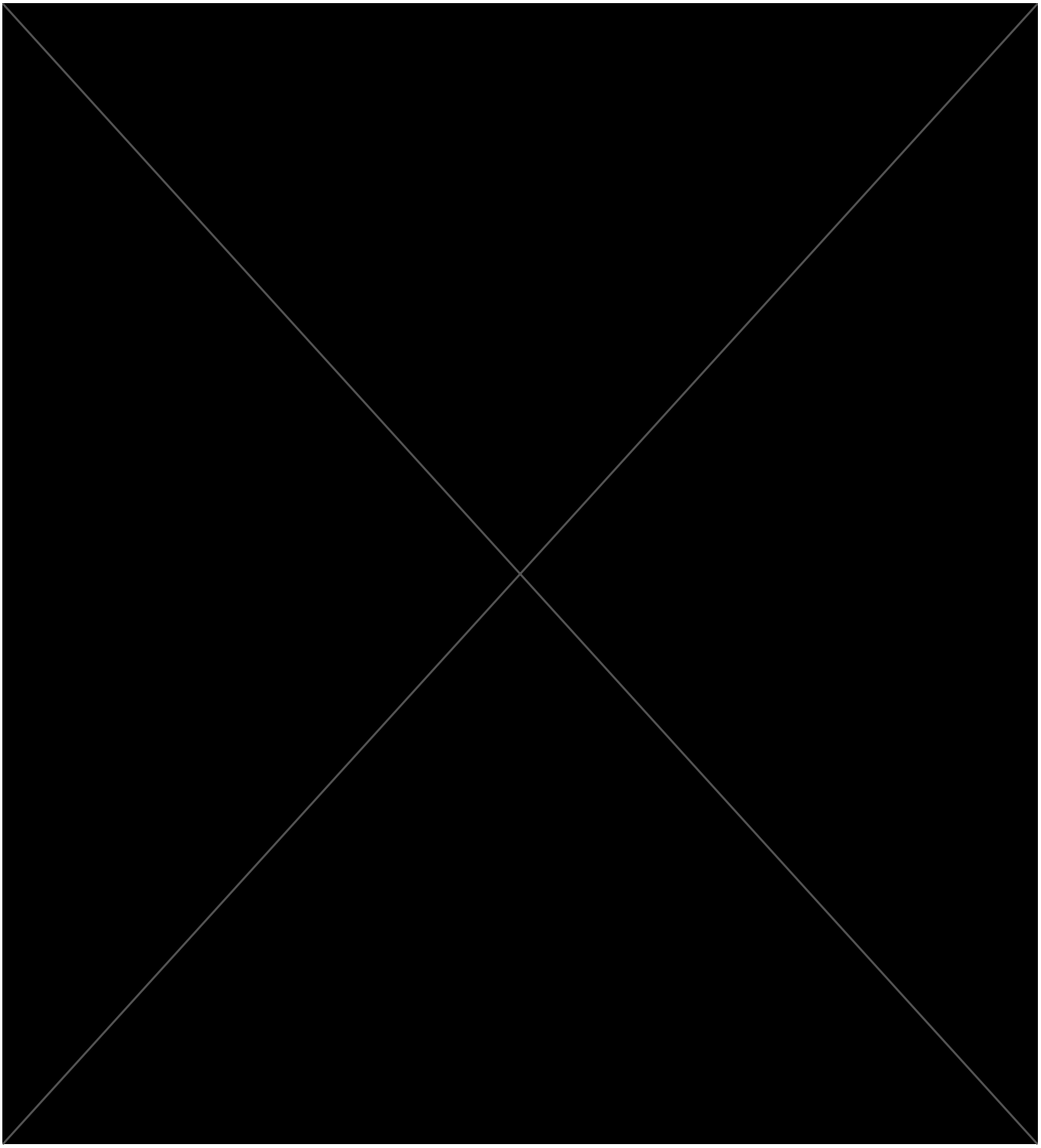
MAGNOLIA SCIENCE ACADEMY
MAGNOLIA PUBLIC SCHOOLS

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

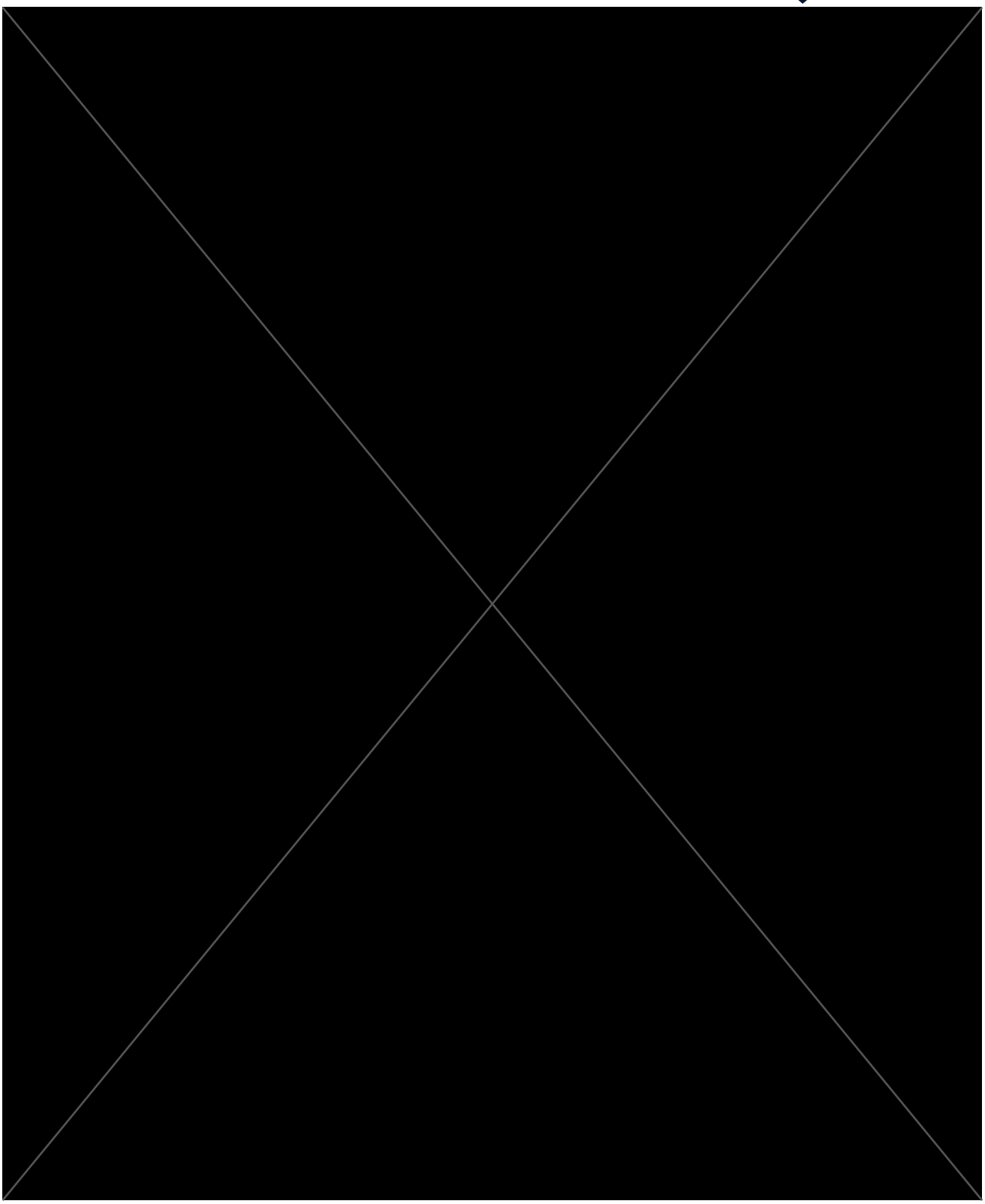
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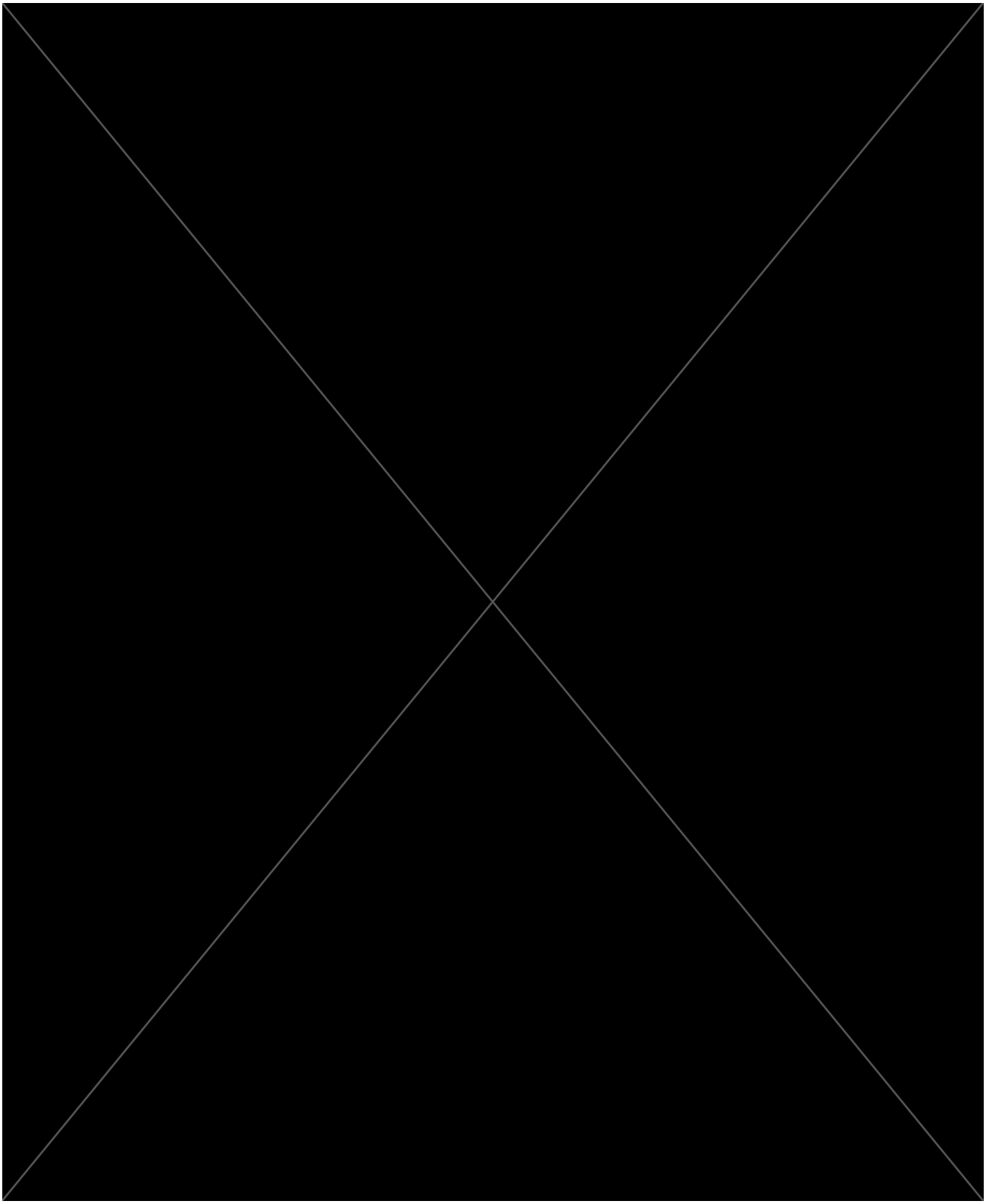
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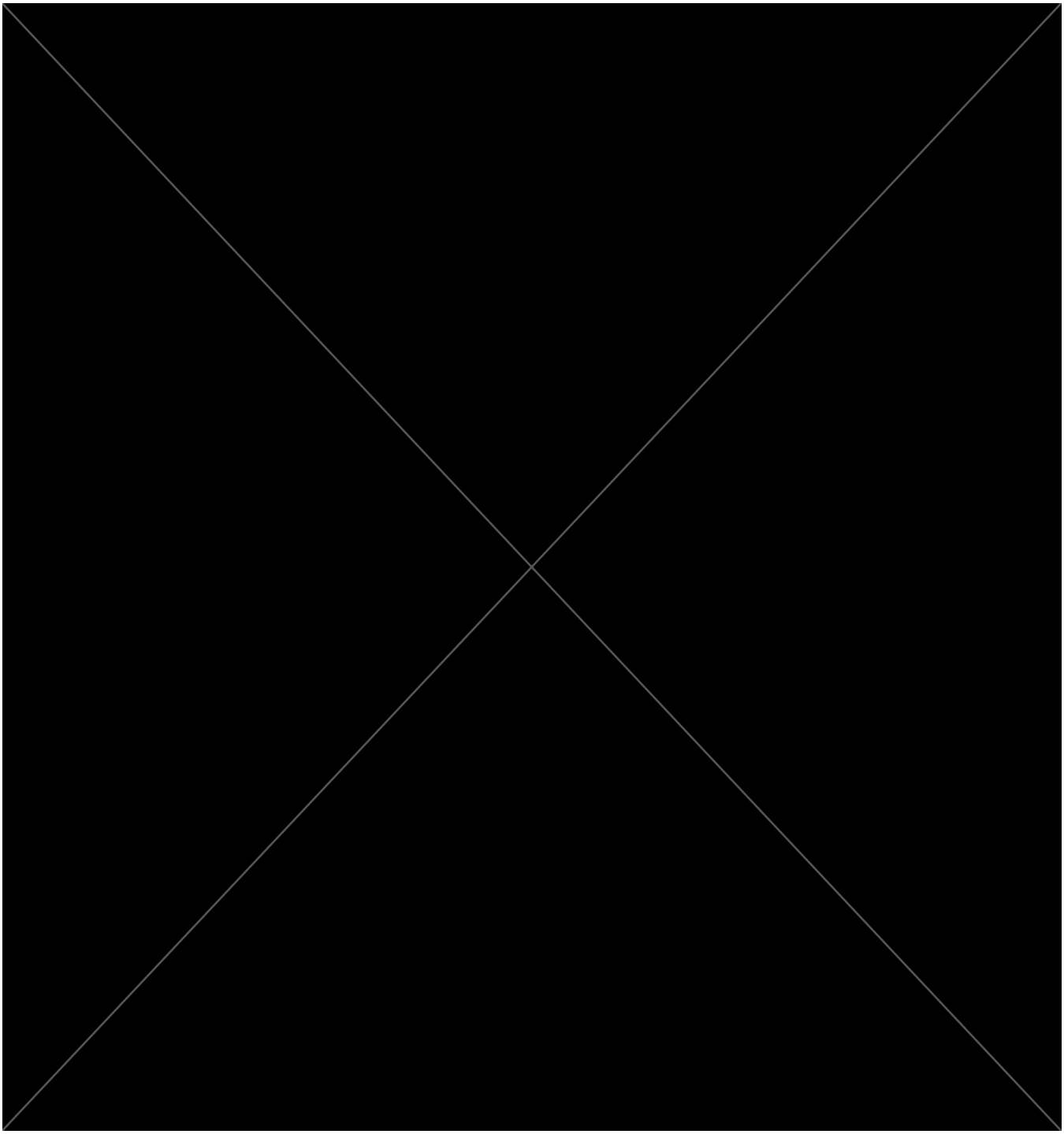
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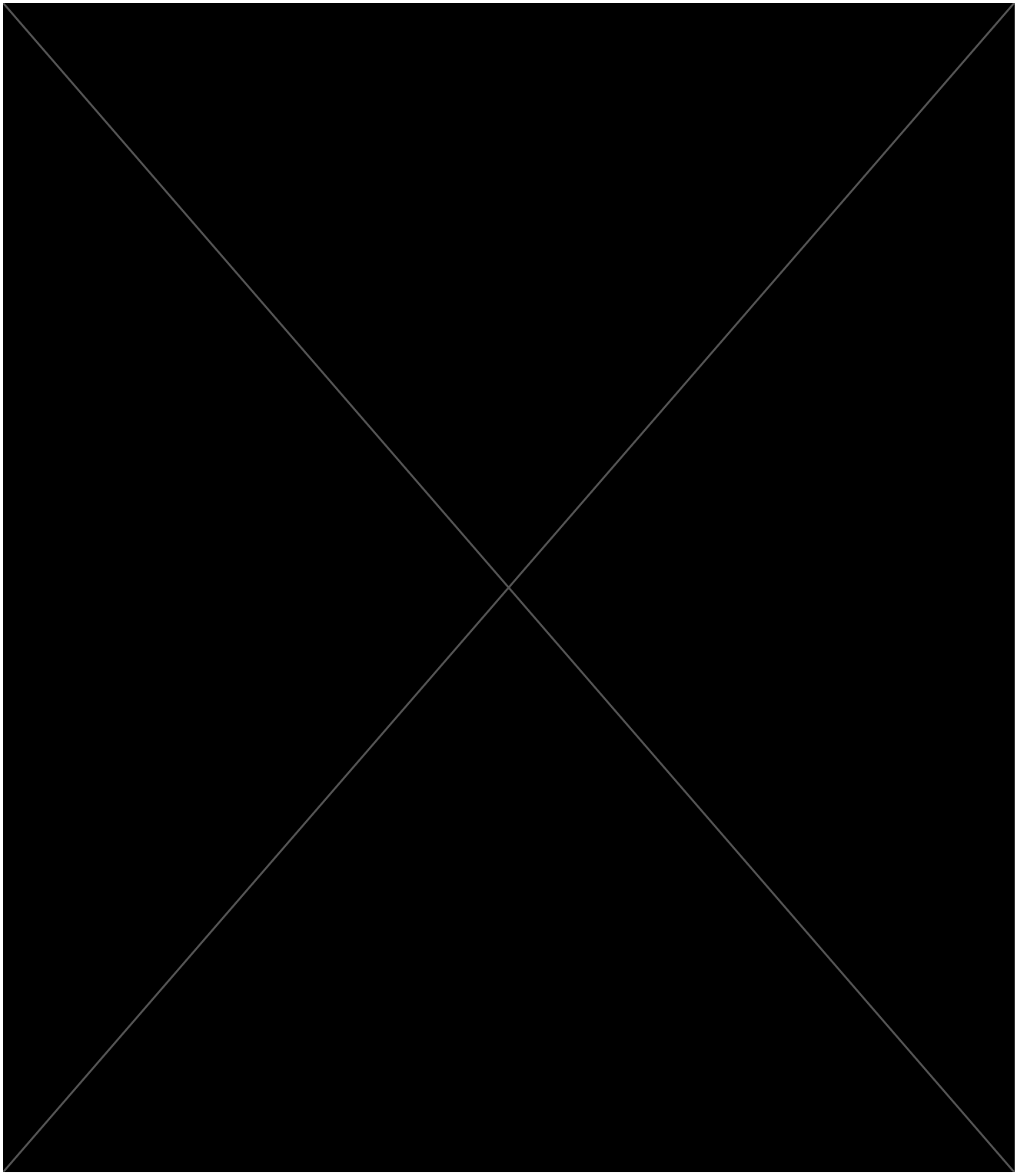
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Magnolia Science Academy 1
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2025-2026



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 December-12/6/2024

Plan Revised January 27, 2025

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 13, 2025

This document is available for public inspection during regular business hours at 7:45am - 4:15pm.

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
School Safety Plan
2025-2026

Magnolia Science Academy Parent Advisory Committee certifies that it has reviewed and participated in the development of the following School Safety Plan.

-

Name	Agency	Contact Email
[redacted]		

Parent Advisory Committee/Safety Planning

Name	Title	Contact Email
David Garner	Principal	dgarner@magnoliapublicschools.org
Elizabeth Urrutia	Certificated -	eurrutia@magnoliapublicschools.org
Asma Salam	Certificated -	asalam@magnoliapublicschools.org
Lucia Salmoran	Parent	[redacted]
Cristina Brenes	Parent	

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.

About our School as a Safe Place to Learn

What is the vision of a school that is a safe place to learn? What does the parent advisory committee want the school to look like?

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

Assessment of Data

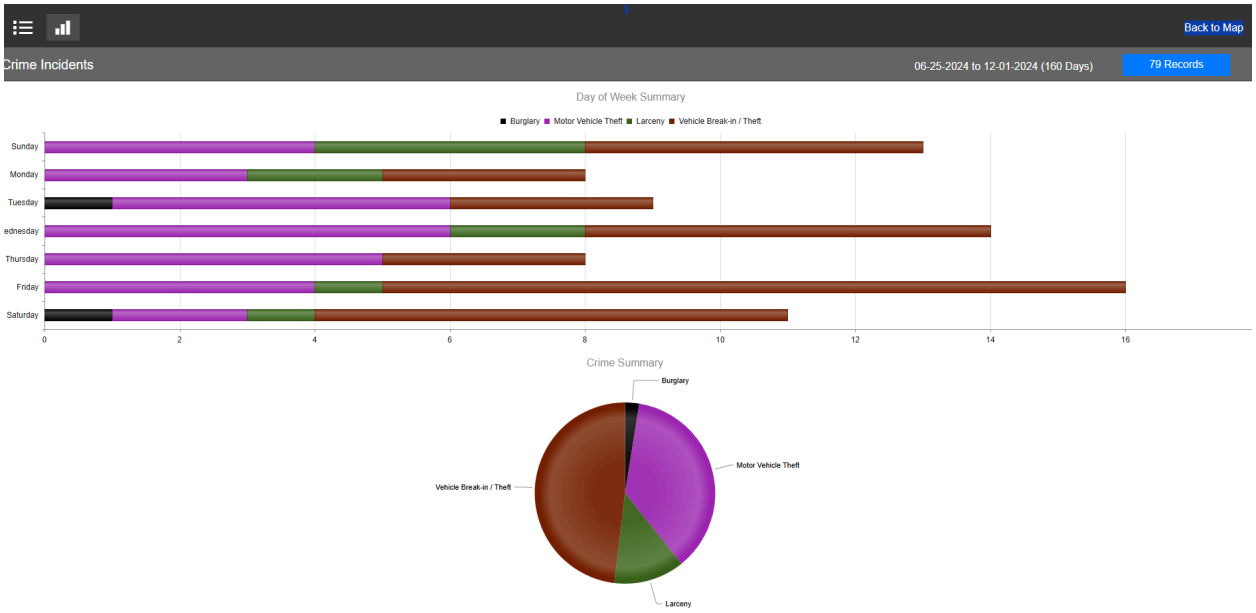
Local Crime Data

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 91406 from 6/2024 to 11/2024:

Type	Number
Total Crimes during time period	95
Top #1	Vehicle Break in/Theft
#2	Motor Vehicle Theft
#3	Larceny

INSERT DATA GRAPHIC



This data is represented by the following graphic pulled from source website: https://www.crimemapping.com/map/location/91406?id=#

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on December 3, 2024. The following data was reviewed:

	2021-22	2022-23	2023-24	Currently as of 12/3/2024

Suspension Data Out-of-School	2	0	3	8
Suspension Data In-School	0	0	0	0
Expulsion Data	1	0	0	0
Office Discipline Referrals ODRs	N/A	24	44	9 In Progress
Average Daily Attendance (ADA) Rate	(P2 - 91.44%)	(P1 - 93.36%)	(P-1 94.28%)	In Progress
Chronic Absenteeism Rate	26.1%	26.8%	23.1%	16.7% In Progress
Graduation Rate	100%	100%	100%	N/A

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, 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: Educational Partner Surveys

Component 2: Innovation

Goal(s): All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

- Objective: Data is compiled during the Fall, Winter, and Spring semesters related to the progress on each indicator of this goal.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through outside support providers as well as MPS home office team members, committee meetings, and as well as during leadership monthly meetings with all home office and Dean of Students, Dean of Academics, Office Manager, Principal, Community Schools Coordinator, and PACE to share best practices across the organization. Also, parents and community partners are included in this process through elected membership on the Parent Advisory Committee and ELAC.
- Resources needed: LCAP Goals and data collection related to each priority and metric, as this aligns with LCAP Goal 3.
- Person(s) responsible for implementation: Principal, Dean of Students, Dean of Academics, Assistant Principal, and other MSA2 support staff.
- Budget: Aligned with MSA2's annual school budget which is approved by the MPS Board and receives ongoing oversight by the MPS Home Office and Finance Department. The specific budget for LCAP Goal 3 is directly aligned with this Component.
- Evaluation guidelines: Educational Partner Surveys and all related metrics from California Schools Dashboard, CDE Data Quest, and internal MSA2 LCAP goal tracker data related to internal metrics.

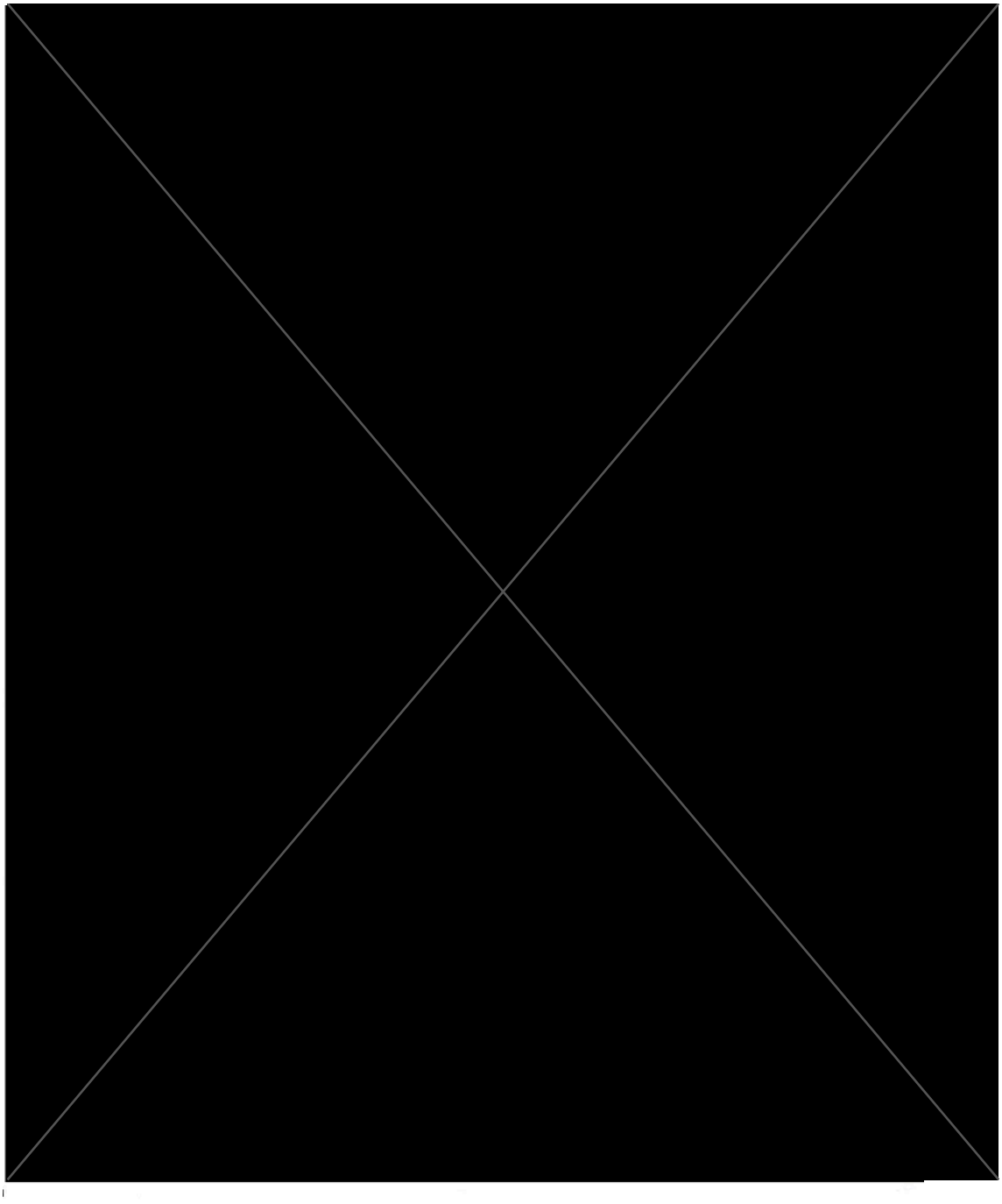
Component 3: Connection

Goal(s): All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. educational partners will feel a sense of community and connectedness.

- Objective: Data is compiled during the Fall, Winter, and Spring semesters related to the progress on each indicator of this goal. In addition, SEL survey data is collected multiple times per year in alignment with MPS survey implementation protocols.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through outside support providers as well as MPS home office team members, committee meetings, and as well as during leadership monthly meetings with all home office and Dean of Students, Dean of Academics, Office Manager, Principal, Community Schools Coordinator, and PACE to share best practices across the organization. Also, parents and community partners are included in this process through elected membership on the Parent Advisory Committee and ELAC.
- Resources needed: LCAP Goals and data collection related to each priority and metric, as this aligns with LCAP Goal 4.
- Person(s) responsible for implementation: Principal, Dean of Students, Dean of Academics, Assistant Principal, and other MSA2 support staff. In addition, School Psychologist and MSA2's SEL MTSS Committee members also work to support the measurement and implementation of this goal.
- Budget: Aligned with MSA2's annual school budget which is approved by the MPS Board and receives ongoing oversight by the MPS Home Office and Finance Department. The specific budget for LCAP Goal 4 is directly aligned with this Component.
- Evaluation guidelines: Educational Partner Surveys and all related metrics from California Schools Dashboard, CDE Data Quest, and internal MSA2 LCAP goal tracker data related to internal metrics.

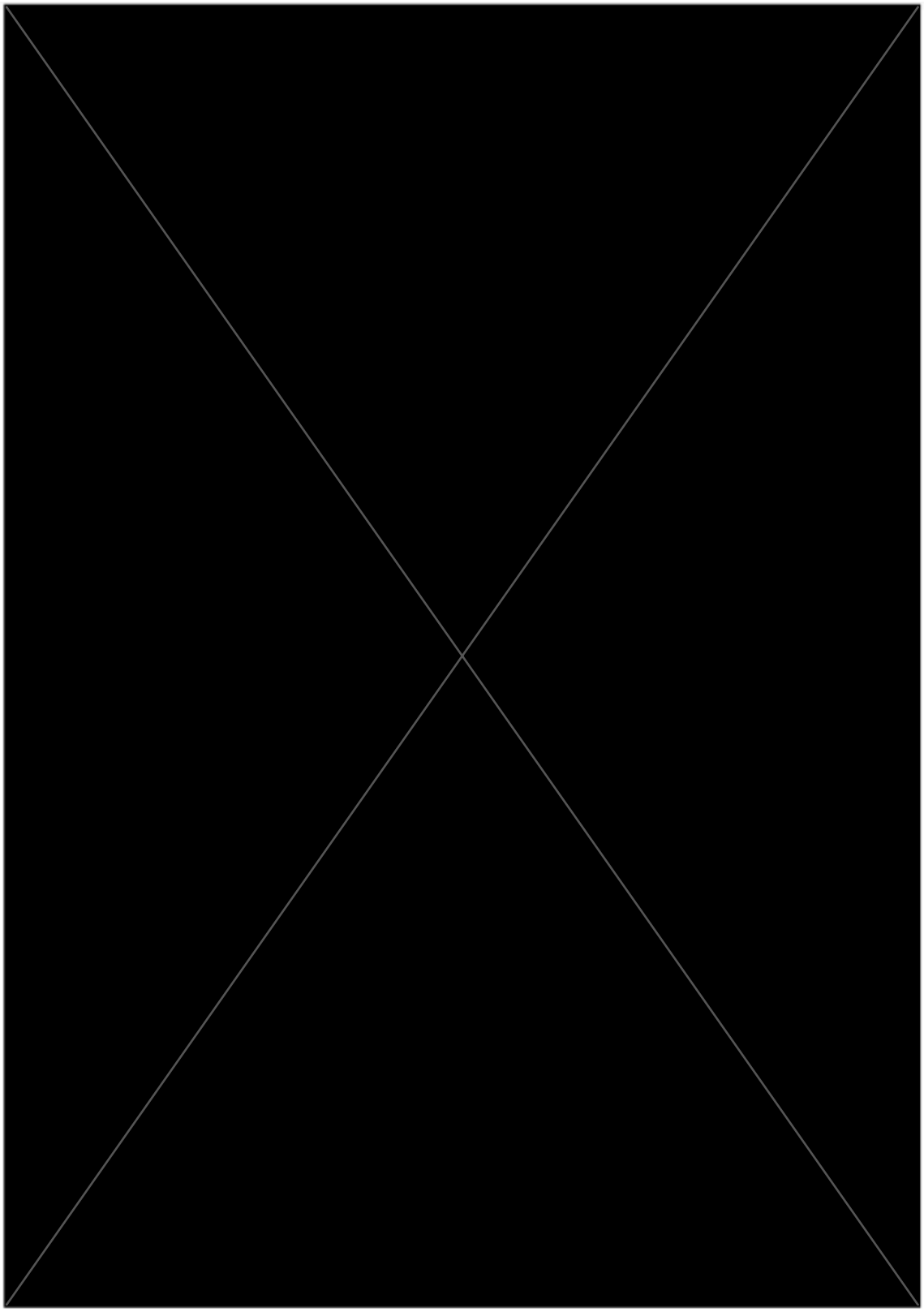
School Maps

Facilities Map



INSERT SCHOOL MAP HERE

Emergency Map



INSERT SCHOOL MAP HERE

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:_____

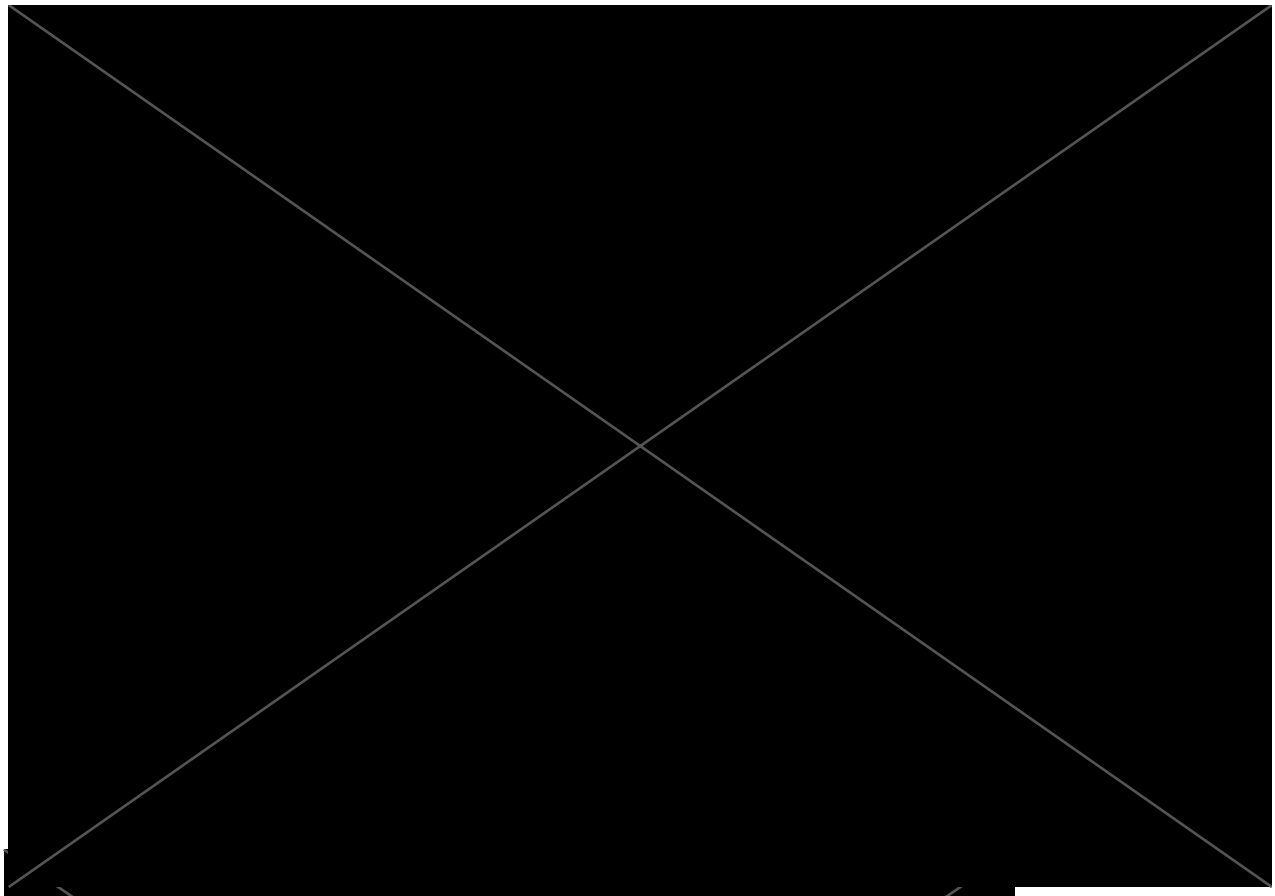
MISSING OR UNACCOUNTED FOR:

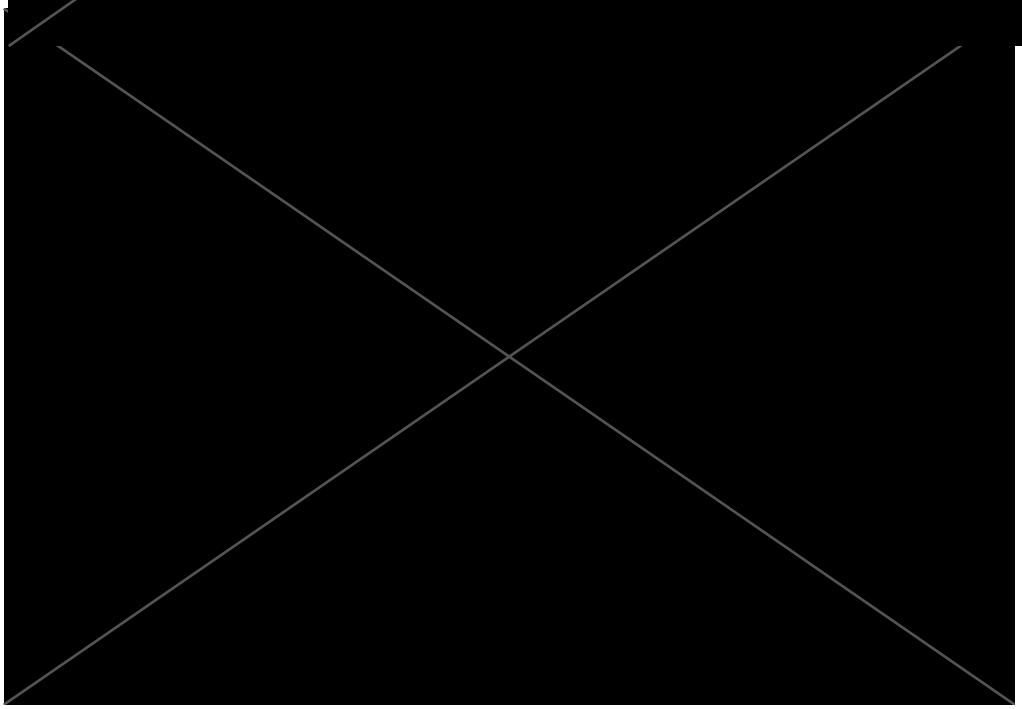
INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	**LOCATION**

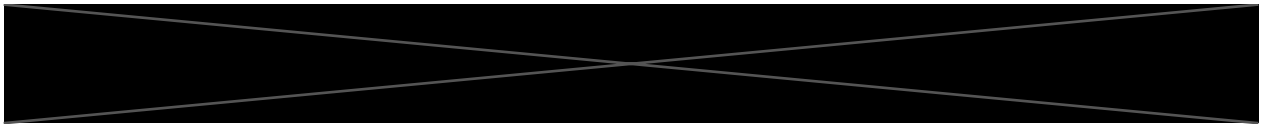
OTHER:

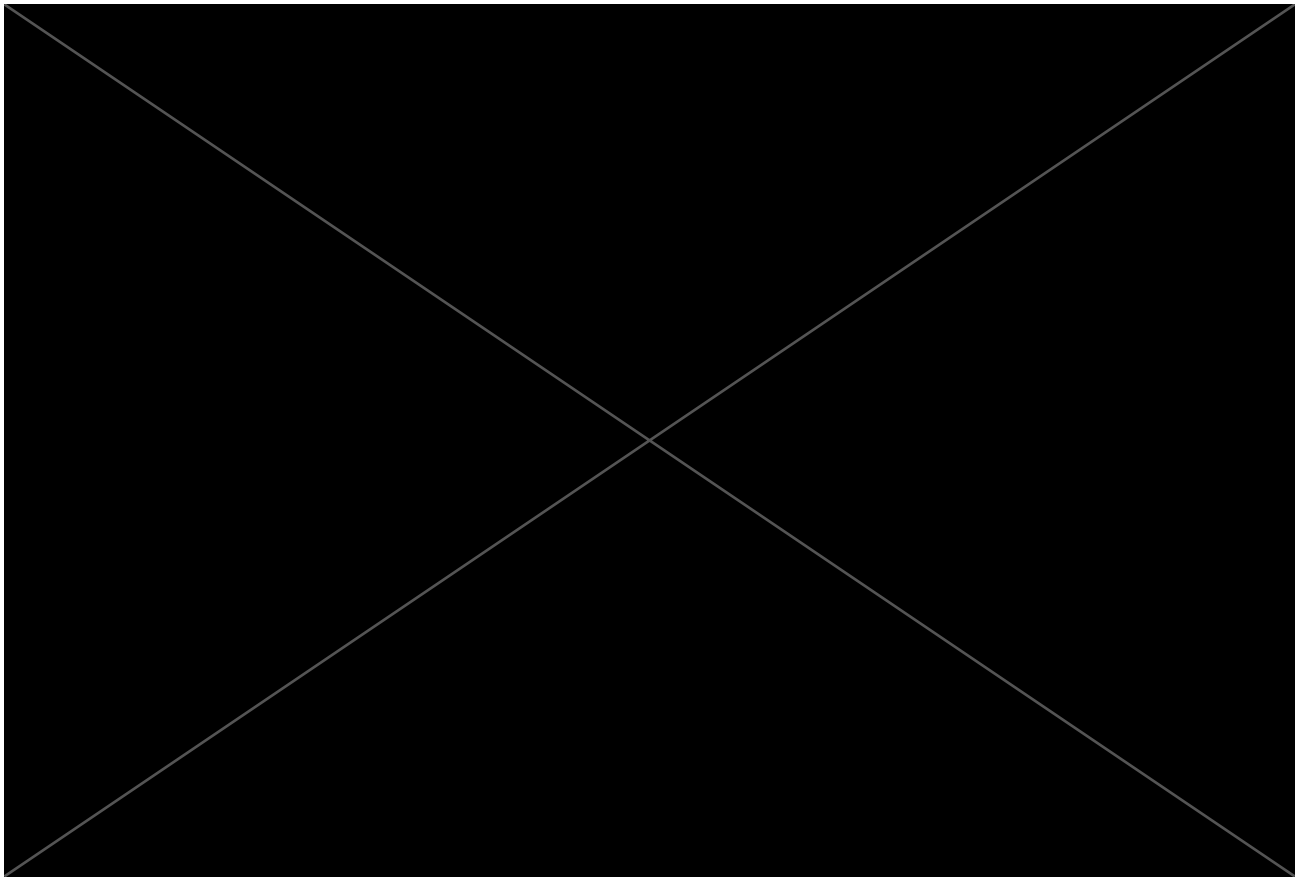
STUDENT WHO ARE ABSENT:	**STUDENT WHO LEFT EARLY:**





H.O.S.T. Crisis Communication





PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

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

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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 and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to 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.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will

also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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 and Forms | County of Orange Social Services Agency
   - 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).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
    - Report and sign in at the office.
    - Be provided with a visitor's badge.
    - Be prepared to provide identification to school personnel.
    - Respect school rules.
3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We

uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communcaiton. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will

consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.

- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and

web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and

students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

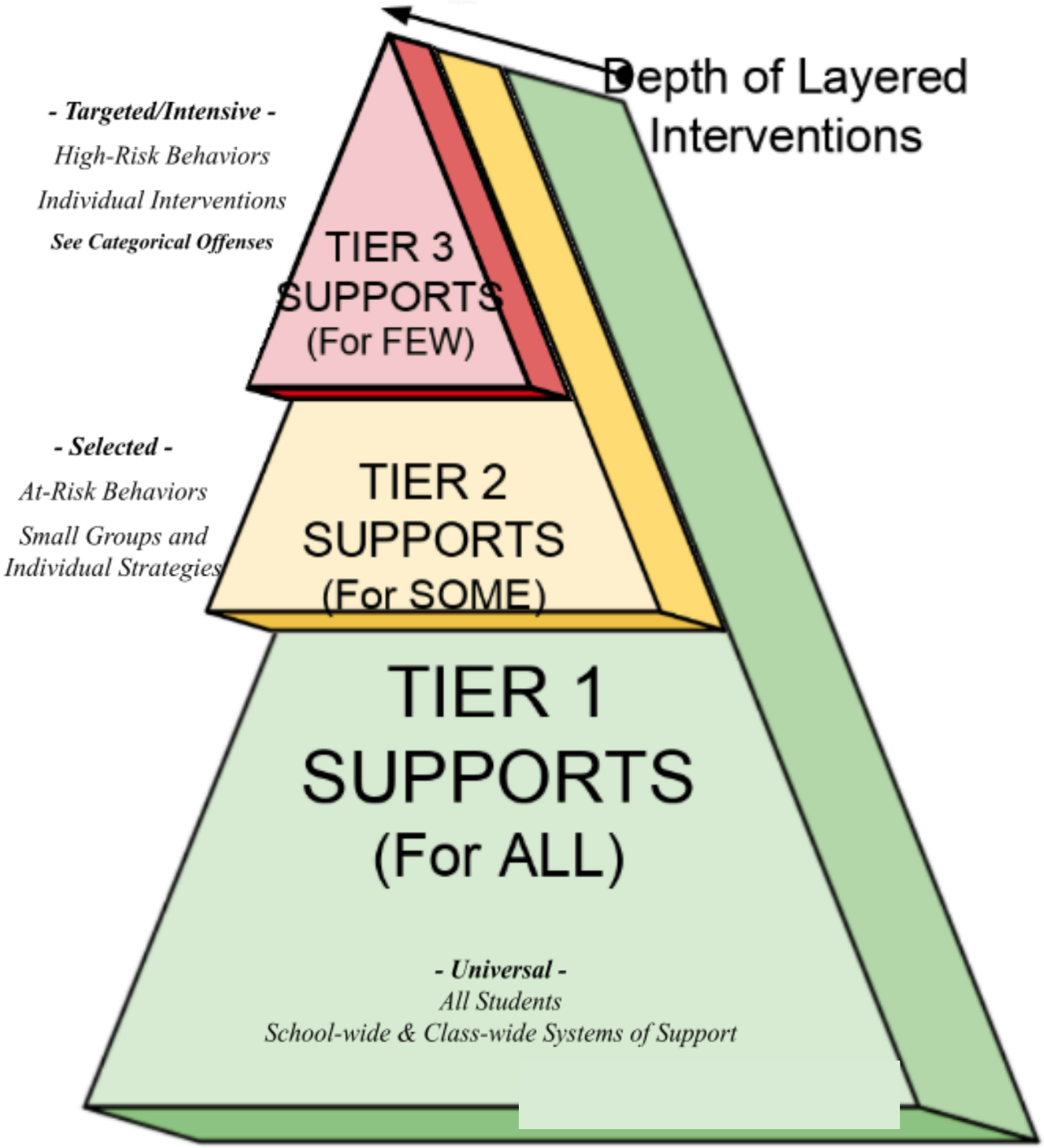
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family, and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

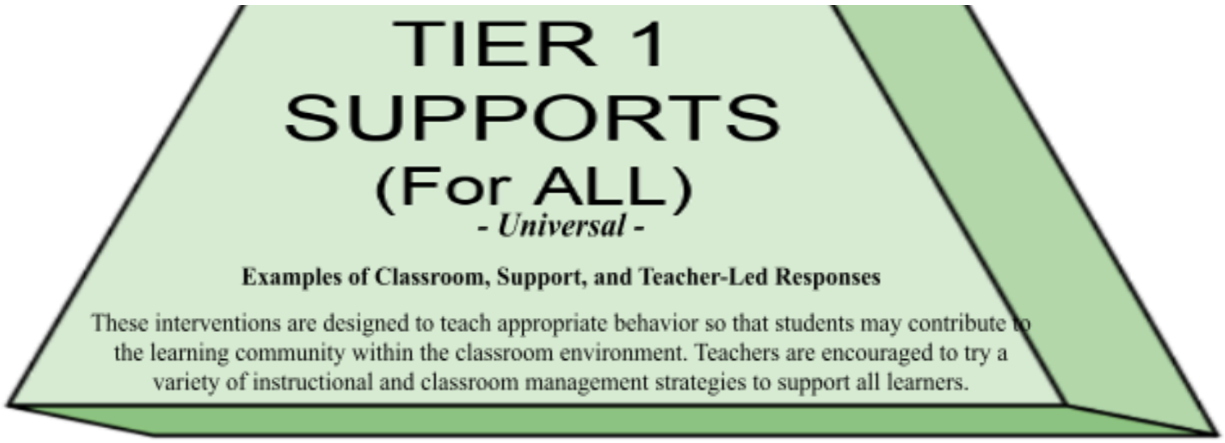
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each 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, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

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 and causes a substantial disruption to the normal operation of the School. 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 causes a substantial disruption to the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of students to lawful student expression, as outlined in the “MPS Student Freedom of Speech/Expression Policy” available in the office of each MPS school.

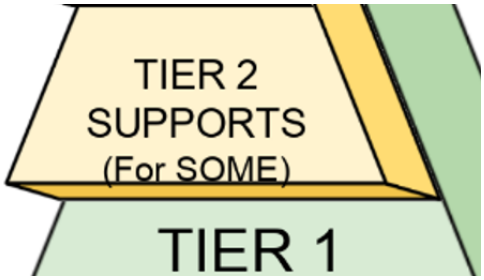
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• 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	✔ 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

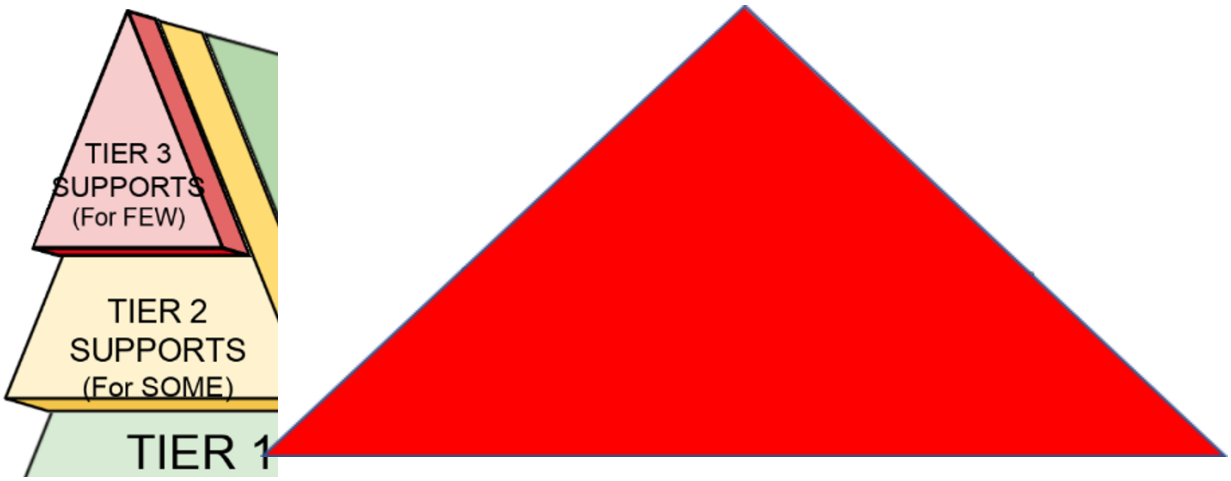


- Selected -

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
• 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	✔ 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
• 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	✔ 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

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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 school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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.

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

MPS school staff has committed itself to encouraging and supporting 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 in 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.

Alternatives to Suspension and/or Expulsion

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The 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 school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and the progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS 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 reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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.

Grounds for Suspension and Expulsion of Students

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: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
(d) An act of cyber sexual bullying.
(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

   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 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 the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). 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/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator 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 of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 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.

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

   In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. **Suspension Appeals**

   Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made in writing 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 of at least one school administrator (serves as procedural advisor), 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 and will be delivered to the parent/guardian in a written response. 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.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

It is preferable 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. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

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 or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian 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 the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MPS' 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 and/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.

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of 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 recommendation 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 Administrative 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 expelled 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 their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense 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 with MPS
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

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

Expulsion Appeals

In order 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 being informed 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 fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and MPS. That decision shall be final.

Interim Placement

MPS shall be responsible for the appropriate interim placement of students during and pending the completion of the MPS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA/District**
   The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to

others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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 winfully 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

Title IX

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[1] MPS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in MPS's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by MPS to provide an aid, benefit, or service under MPS's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from MPS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

[1] MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

    - The degree to which the conduct affected the complainant's ability to access MPS's education program or activity;
    - The type, frequency, and duration of the conduct;
    - The parties' ages, roles within MPS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
    - The location of the conduct and the context in which the conduct occurred; and
    - Other sex-based harassment in MPS's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
    - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
    - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
        - The length of the relationship;
        - The type of relationship; and
        - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
    - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
    - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
    - Shares a child in common with the victim; or
    - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
    - Fear for the person's safety or the safety of others; or
    - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
    - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, 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 or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) MPS's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to MPS that objectively can be understood as a request for MPS to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of MPS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom MPS has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated MPS's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to MPS's education program or activity, including measures that are designed to protect the safety of the parties or MPS's educational environment; or (2) provide support during MPS's grievance procedures or during an informal resolution process.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure MPS's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes MPS from requiring an employee or other person authorized by MPS to provide aid, benefit, or service under MPS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at MPS, if any, can be found on the MPS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether MPS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents MPS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing,

or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or MPS's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the predetermined complaint officer for the MPS Board:

Fiorella Del Carpio

Chief People Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

fdelcarpio@magnoliapublicschools.org

The appeal decision maker, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of MPS's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;

- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by MPS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. MPS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

MPS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in MPS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

MPS allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

MPS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to

witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.[2] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, MPS will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

MPS may dismiss a complaint if:

- MPS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in MPS's education program or activity and is not employed by MPS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and MPS determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- MPS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, MPS will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

[2] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable MPS policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the
  date(s) and location(s) of the alleged incident(s), to the extent that information is available to MPS;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if MPS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by MPS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless MPS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone
  other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to
  prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

MPS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find MPS's determination unsatisfactory, the party may, within five (5) business days of notice of MPS's determination, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or
notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by MPS including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

No party, witness, or other person participating in MPS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on MPS's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

MPS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the MPS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and

- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to MPS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of MPS's obligations under:
    - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
    - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide MPS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any MPS leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

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 employees,

Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing MPS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions MPS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. MPS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

MAGNOLIA PUBLIC SCHOOLS
TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

<u>To be completed by MPS</u>:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4853-7361-5053, v. 1

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[3]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[3] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [4] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[4] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodations for Pregnant and Parenting Pupils;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development;
    - Compensatory Education;
    - Consolidated Application;
    - Course Periods without Educational Content;
    - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
    - Every Student Succeeds Act;
    - Local Control & Accountability Plans (LCAP)/LCFF;
    - Migrant Education;
    - Physical Education Instructional Minutes;
    - Pupil Fees;
    - Reasonable Accommodations to a Lactating Pupil;
    - Regional Occupational Centers and Programs;
    - School Plans for School Achievement;
    - School Safety Plans;
    - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #:

_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

> California Department of Education
> 1430 N Street
> Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #:

_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

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2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: 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 Suspected 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- 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.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- 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.

Dress Code/Uniforms

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. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **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 you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
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. 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.

<u>Undergarments</u>
All undergarments, including bras, boxer shorts, etc., should not be visible
<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or 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 shirt may not hang out of sleeves.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath 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 collar of 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 undo 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.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school’s administration
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based

resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake
- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt

reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.

- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.

- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.

- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.

- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The

collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.

- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:
- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:
- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:
- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:
- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Assistant Principal, Mr. Vartan Shohmelian.

A report can be sent by a legible written note, by email, or by telephone to the following: [vshohmelian@magnoliapublischools.org or 747-799-1036. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any

other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

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 the 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.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or 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 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

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 or designee.

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 were taken by the school.

- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents

RAD Matrix: The following table describes expected behaviors in all school locations.

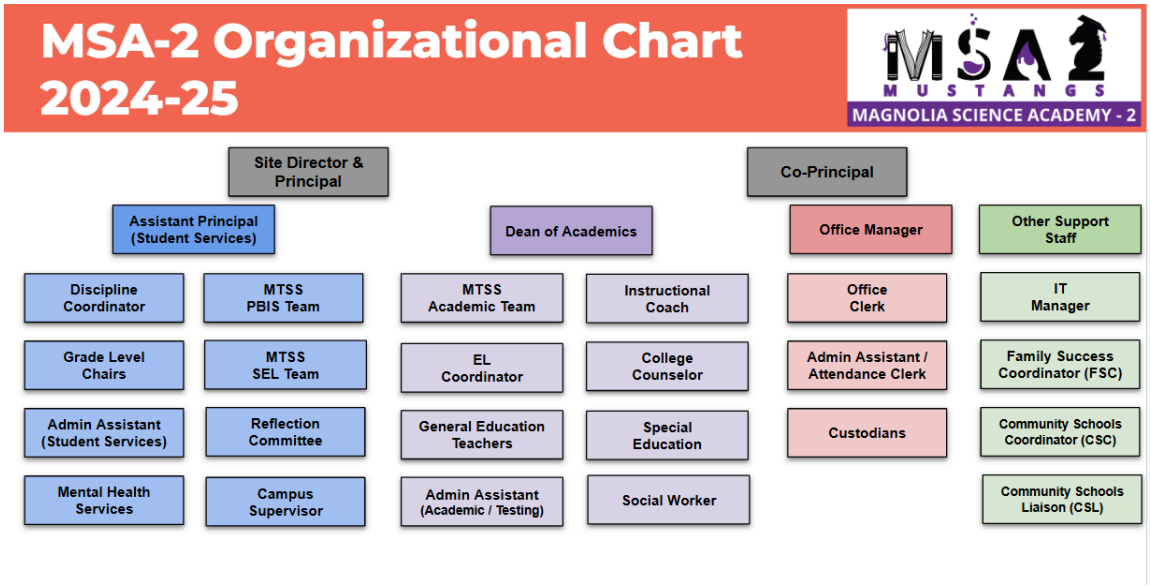
RAD Matrix

MSA 2 MUSTANGS — MAGNOLIA SCIENCE ACADEMY - 2

MAGNOLIA PUBLIC SCHOOLS

	Be Respectful	Be Attentive	Be Dependable
Classroom	Phones Out of Sight End Side Conversations Use Positive Speech, "Hate-Free"	Keep an Open Mind Actively Listen Participate While Collaborating	Be on Time Have your Writing Materials Report Laptop Damages
Before School	Phones off Brains on	Listen to What's Up (Annoucements)	In Uniform On time & at the Right Place
After School	Leave at Designated Gates or Be with After School Program	Be Aware and Stay Clear Watch Traffic and Phones Away	See Something, Say Something!
Passing Period	Use Postive Speech, "Hate Free" Language	Keep track of time Walk and Talk to Class In a Class Before the Bell	Phones are Out of Sight
Breakfast & Lunch ***Blacktop***	Stay in Assigned Areas Hand or Roll Ball	Keep Track of Time Listen for Bell or Whistle	Throw Trash in Wastebasket
Restroom	Keep Space Clean Keep Eyes Inside Your Stall	Keep Track of Time Use Hall Pass	Stay in Assigned Areas See Something, Say Something
Office	Sign In Immediately Low Voices	Use Calming Tone Use Hall Pass	Prioritize Education Return Directly to Class
Field Trip	Use Positive Speech, "Hate Free" Language	Make the Most of the Experience	Stay with Group Allow Other VIstors to Enjoy Visit
Assembly	Follow Presentor & Presentation Prompts Leave the Area Clean	Shoulders and Eyes Facing the Stage	Stay and Return with Your Class/House

MSA 2 Organizational Chart



Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

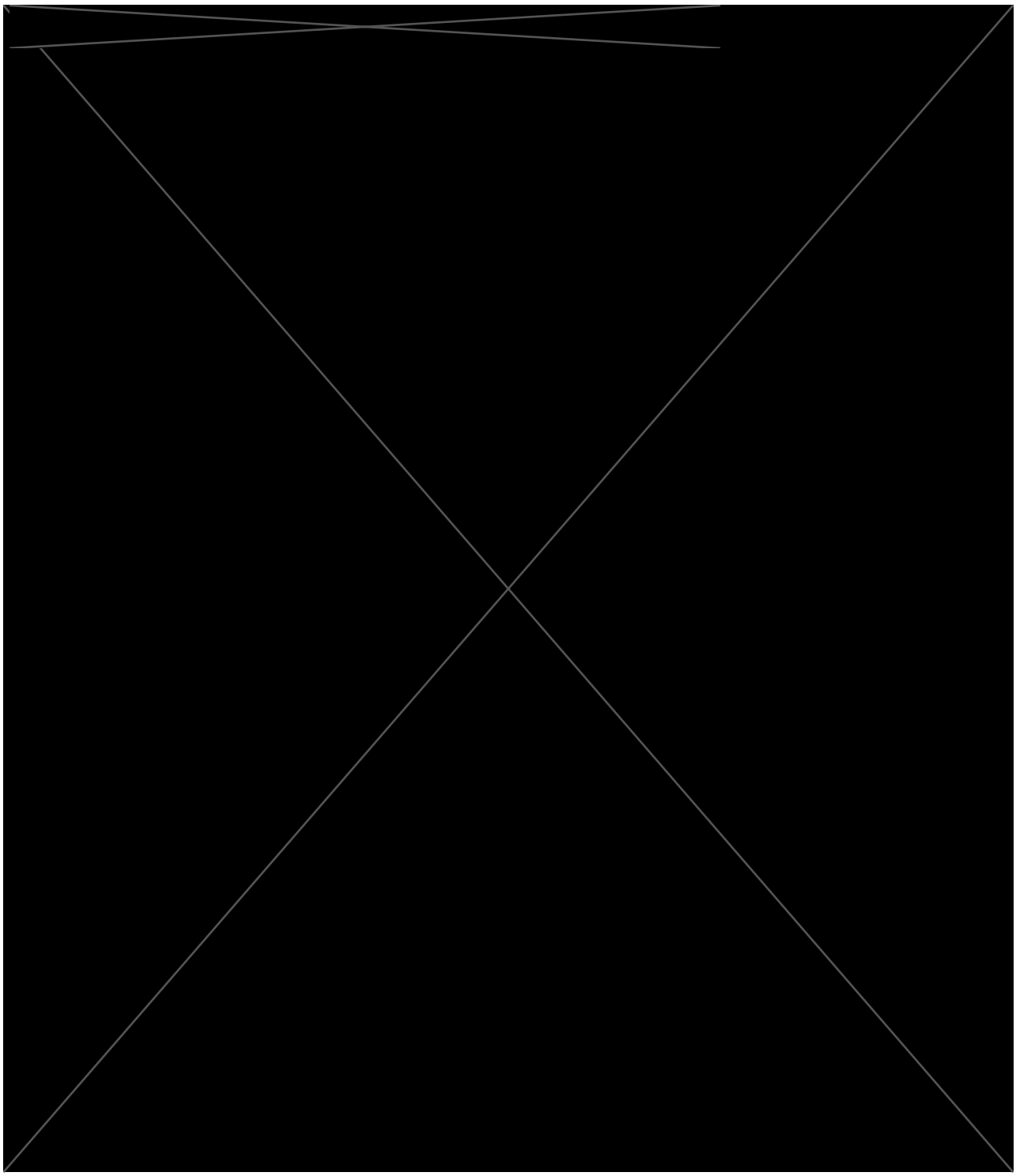
Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

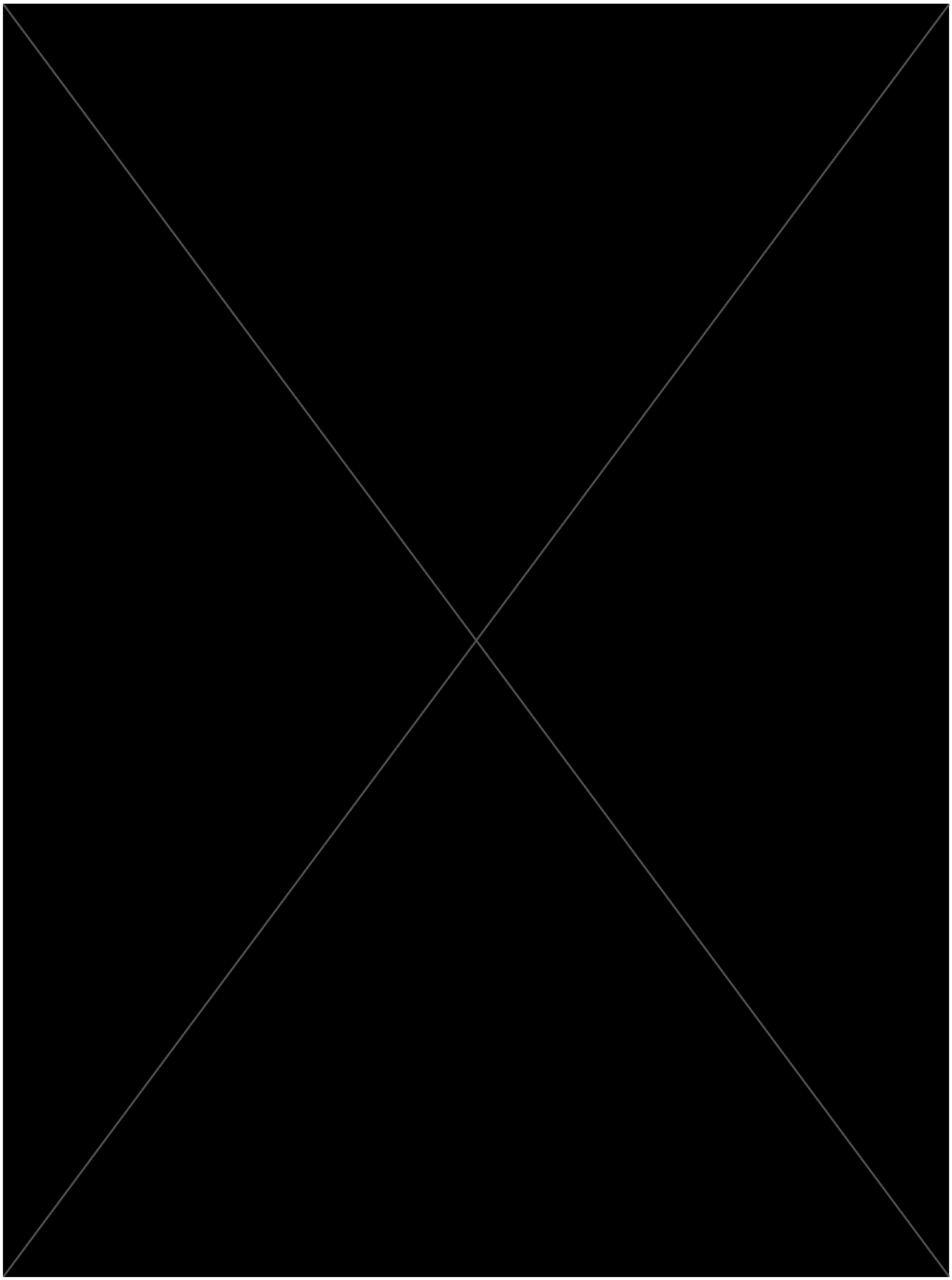
Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

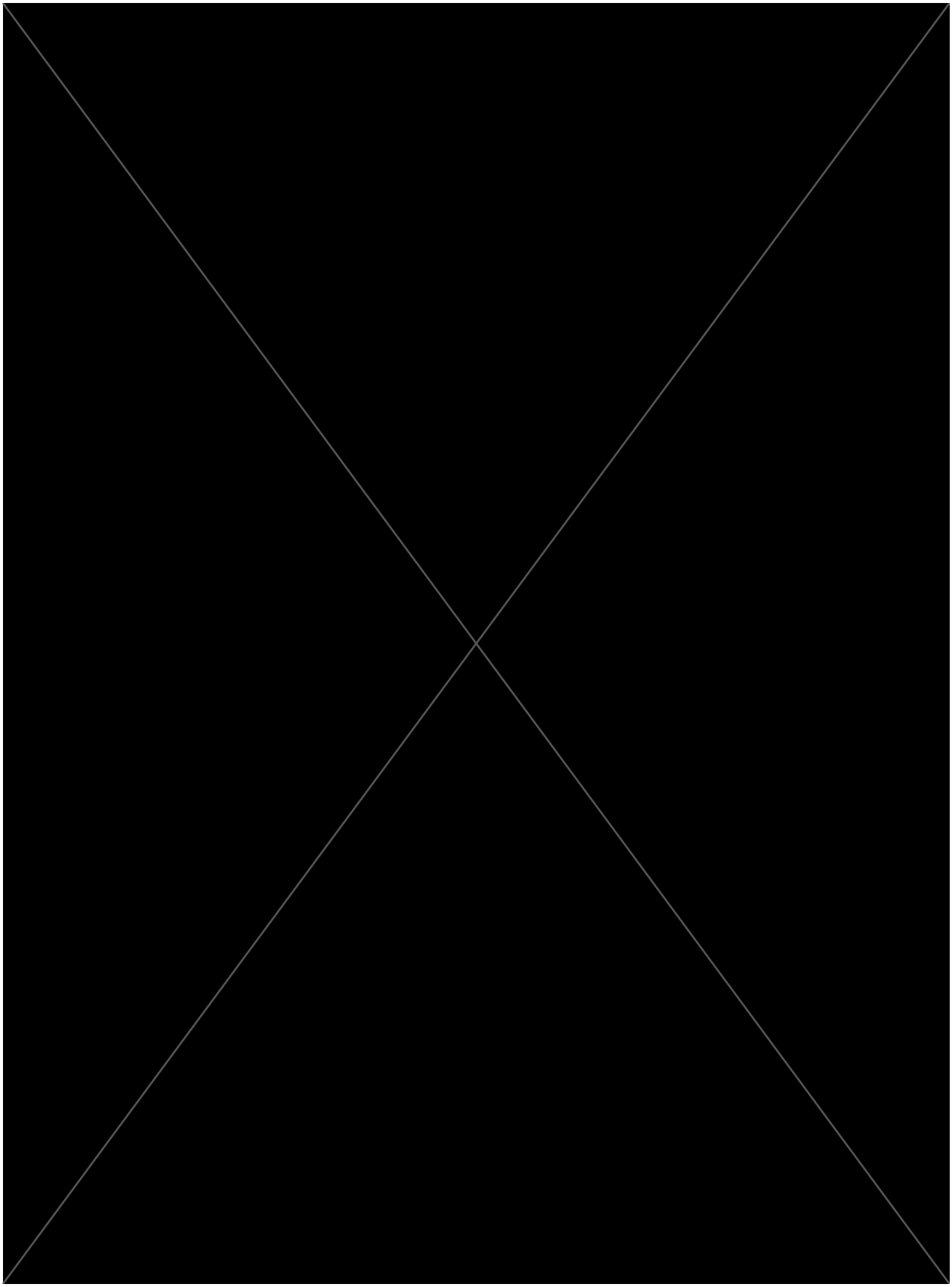
Safe School Plan Quick Reference Guide

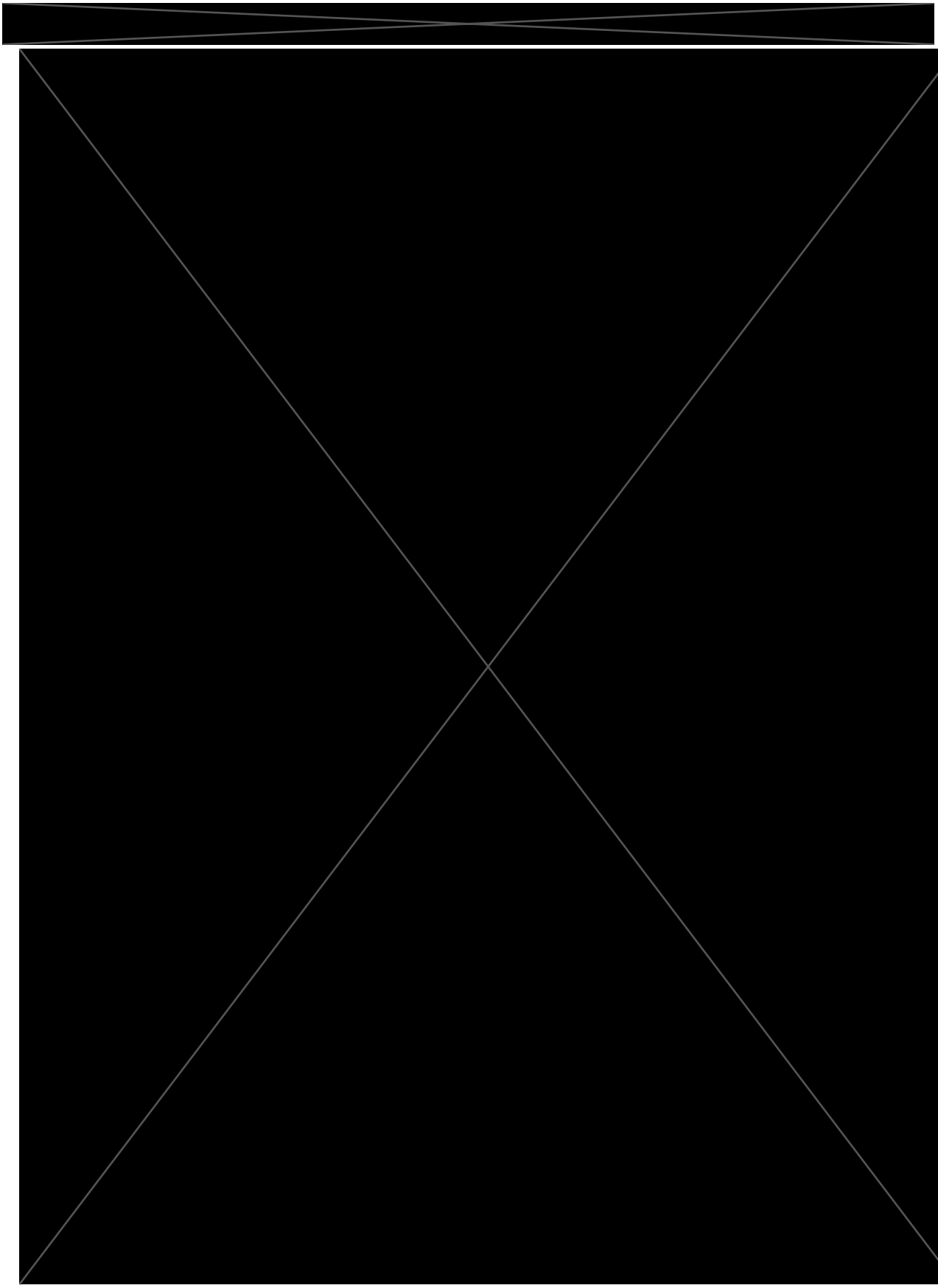
Magnolia Science Academy 2
MAGNOLIA PUBLIC SCHOOLS

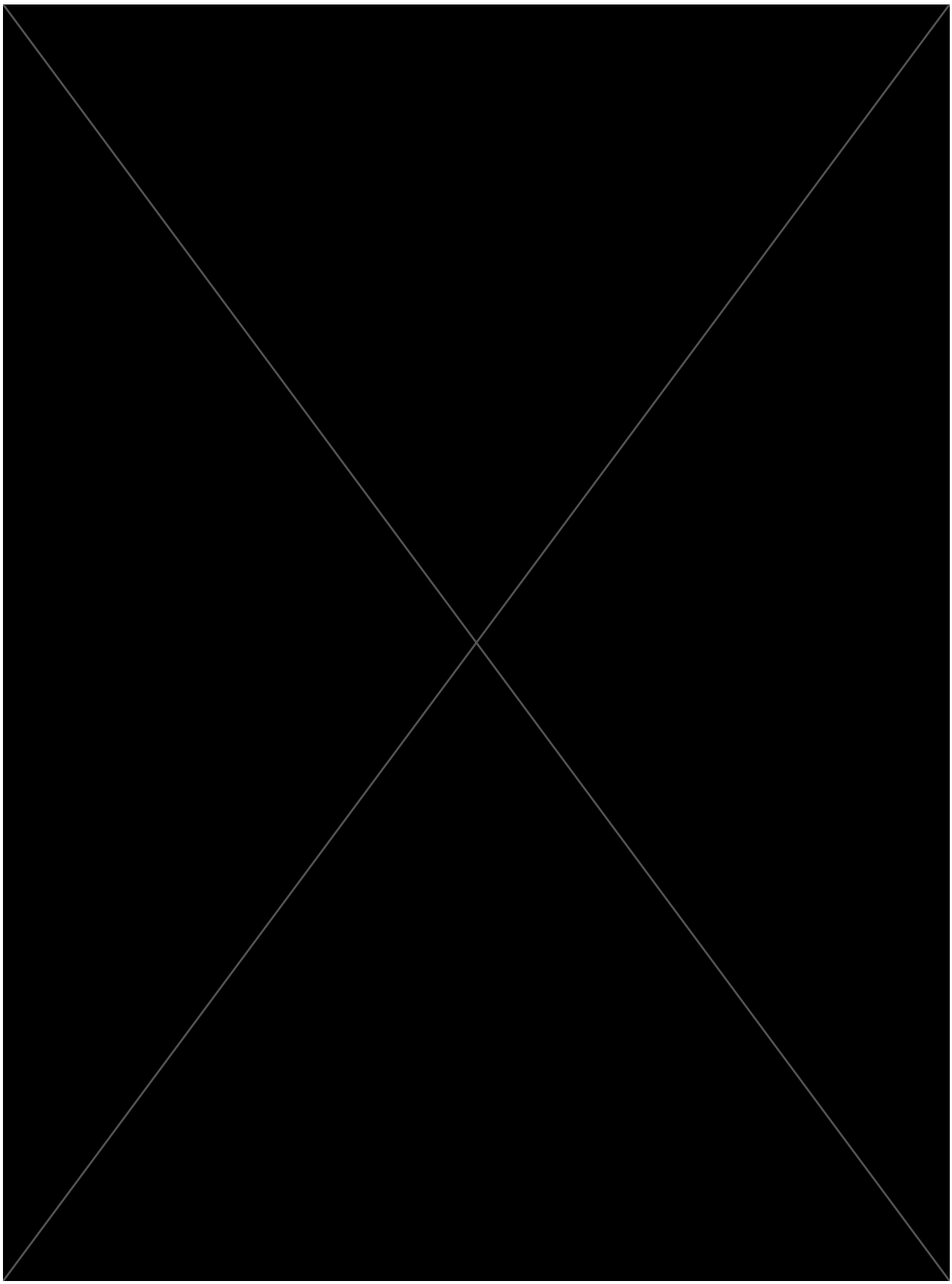
David Garner, Principal
17125 Victory Blvd,
Van Nuys, CA 91406
(818) 758-0300
dgarner@magnoliapublicschools.org

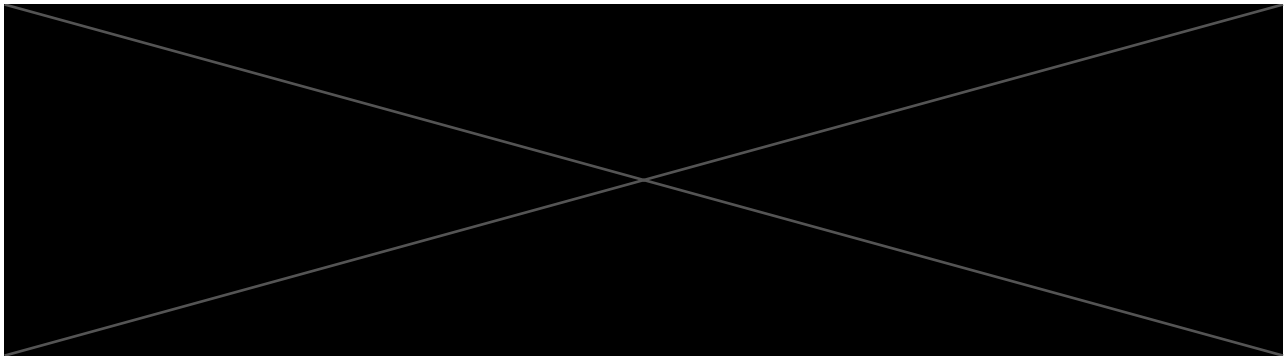












School Safety Plan

Magnolia Science Academy - 3
MAGNOLIA PUBLIC SCHOOLS

1254 E Helmick St,
Carson, CA 90746
(310) 637-3806
Zekeriya Ocel, Principal
zocel@magnoliapublicschools.org

A meeting for public input was held on January 28, 2025

Plan Revised January 28, 2025

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 13, 2025

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 - 3

School Safety Plan
2025-2026

MSA-3's Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]		

Parent Advisory Committee/Safety Planning

Name	Title	Contact Email
Zekeriya Ocel	Principal	zocel@magnoliapublicschools.org
Asma Mana	Certificated - Math Teacher	amana@magnoliapublicschools.org
Angela Smith	Certificated - English Teacher	asmith@magnoliapublicschools.org
Karina Palazzolo	Classified - Community School Coordinator	kpalazzolo@magnoliapublicschools.org
Janet Cortez	Classified - Community School Liason	jcortez@magnoliapublicschools.org
Daniella Hernandez	Parent	[redacted]
Lisa Price	Parent	
La'Tonya Slaughter	Parent	
Felicitas Rico	Parent	
Maria Santacruz	Parent	

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.

About our School as a Safe Place to Learn

What is the vision of a school that is a safe place to learn? What does the parent advisory committee want the school to look like?

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

Assessment of Data

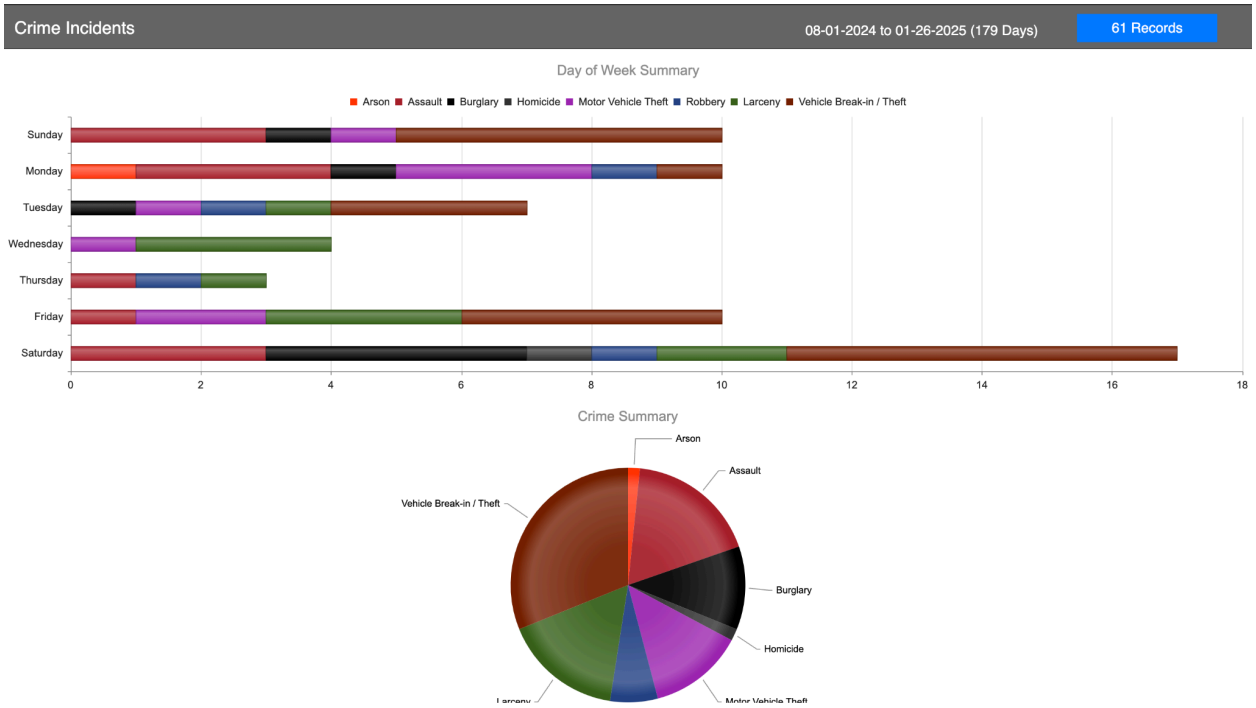
Local Crime Data

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 from 8/2024 to 1/2025:

Type	Number
Total Crimes during time period	61
Top #1 Vehicle Break In / Theft	19
#2 Assault	11
#3 Larceny	10

INSERT DATA GRAPHIC



This data is represented by the following graphic pulled from source website: https://www.crimemapping.com/map/location/1254%20E%20Helmick%20St%2C%20Carson%2C%20CA%2C%20907 46%2C%20USA?id=dHA9MCN0dj00Yjg3MGE5MSNsb2M9MjE2NDMzOCNsbmc9NDIjZmE9NTYzNjA5NiNobj0xMjU 0I2xicz0xMDk6MjQ2MTk2OTQjbG49V29ybGQ%3D#

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on January 28th, 2025. The following data was reviewed:

	2021-22	2022-23	2023-24	Currently as of 1/28/2025
Suspension Data Out-of-School	4	5	10	7
Suspension Data In-School	1	0	1	3
Expulsion Data	1	0	0	0
Office Discipline Referrals ODRs	50	10	50	50
Average Daily Attendance (ADA) Rate	90%	90%	91.98%	92.62%
Chronic Absenteeism Rate	40%	36%	27.3%	24%
Graduation Rate	100.0%	95.9%	93.8%	100%

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, 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: Educational Partner Surveys

Component 2: All students will experience a safe and nurturing environment

Goal(s):

- Objective: Create a safe learning environment for students
- Related Activities: Promotion of school wide expectations, PBIS and SEL curriculum in all grade levels, Creating alternative to suspension plans
- Resources needed: Partnerships with outside organizations like Carson Sheriff
- Person(s) responsible for implementation: Designated Administrator, Community Schools Team
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys, Suspension Rate, ODR rate

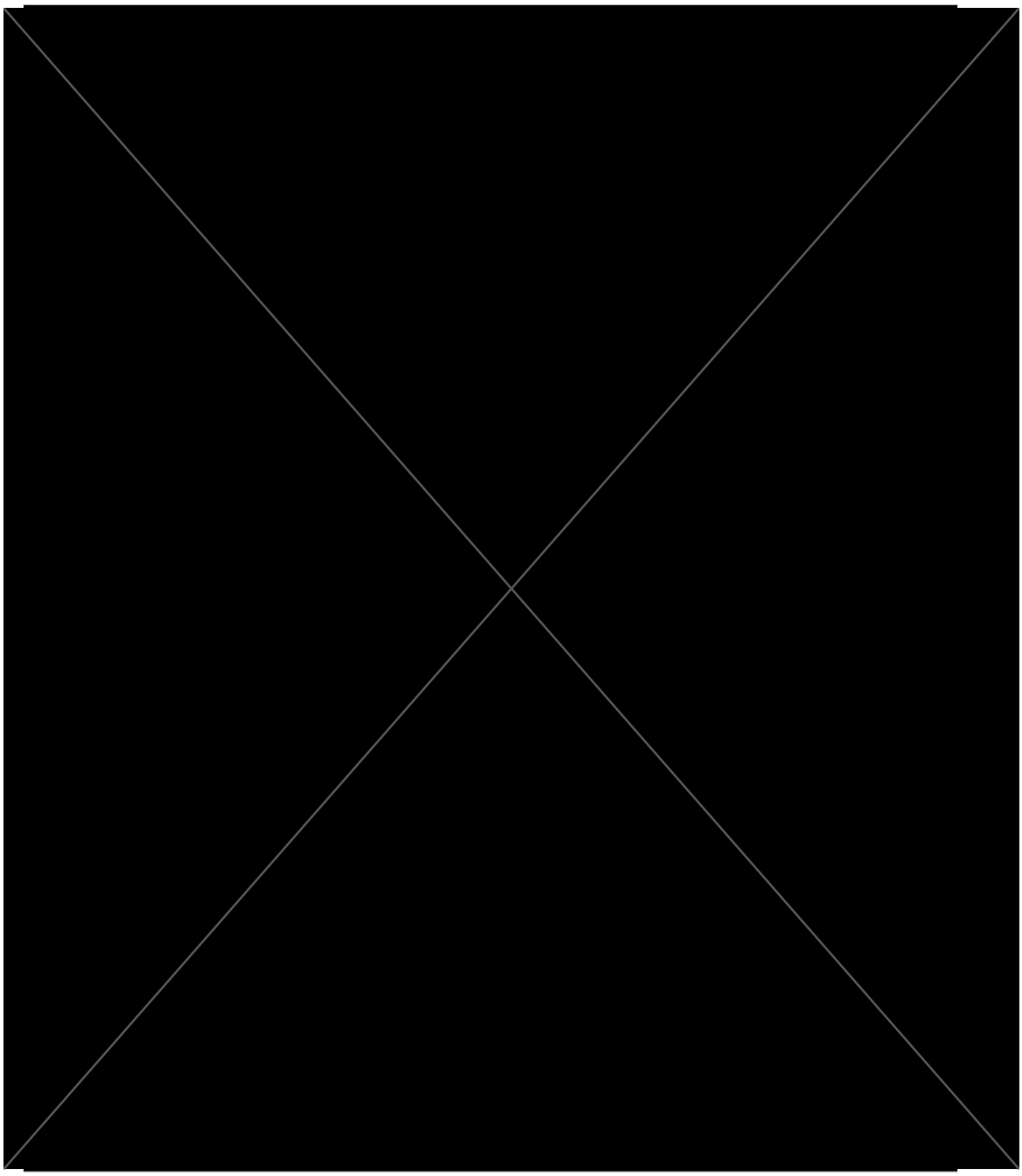
Component 3: Improve Chronic Absenteeism from 24% → 20%

Goal(s): Improve Chronic Absenteeism from 24% → 20%

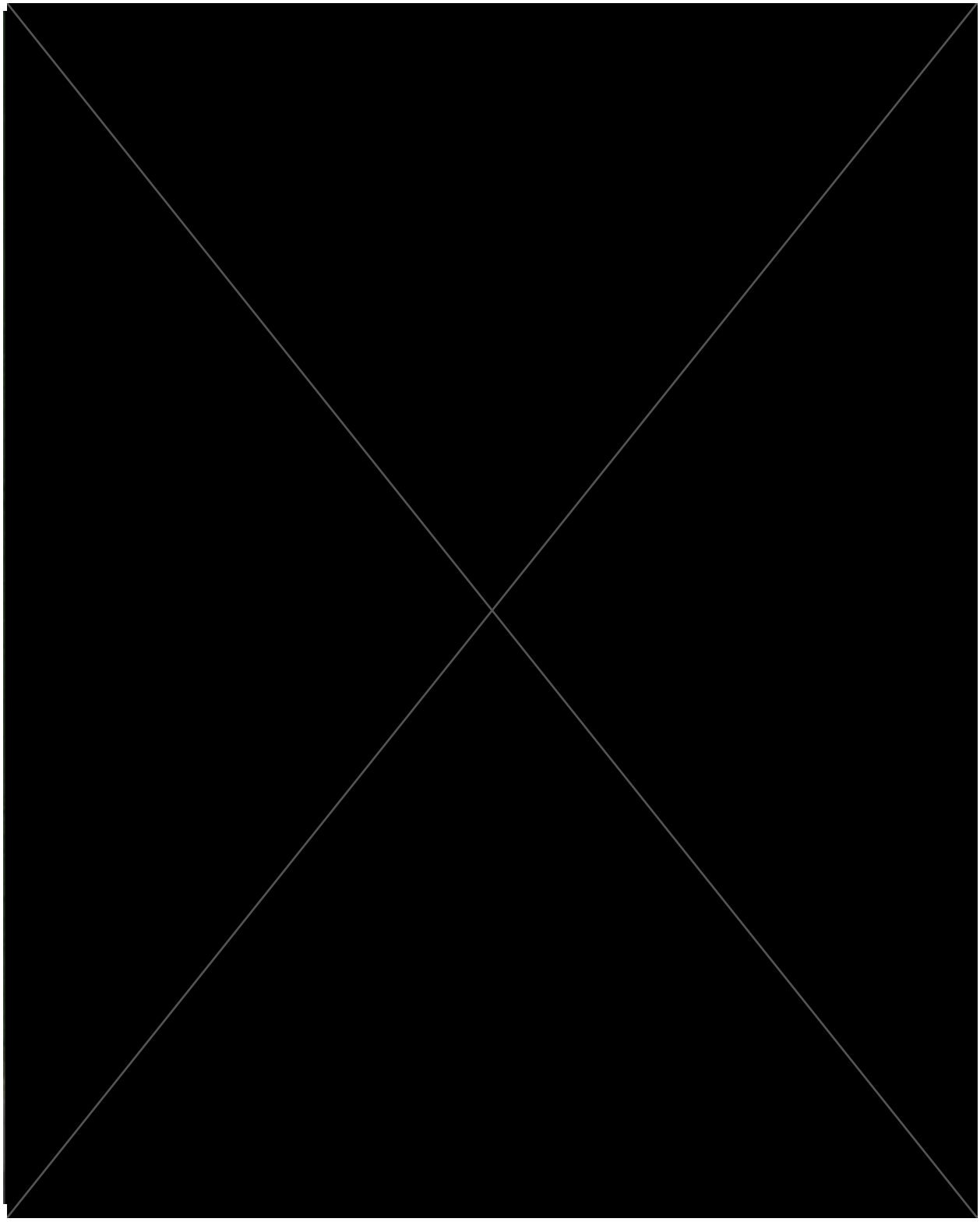
- Objective: At the end of the year, the absenteeism rate will be significantly lower than the previous year
- Related Activities: Review regularly during Professional Learning Sessions, communication of attendance expectations to parents Rewards for students meeting expectations.
- Resources needed: Attendance Data (Infinite Campus)
- Person(s) responsible for implementation: Designated Administrator
- Budget: Refer to schools' annual budget
- Evaluation guidelines: California Dashboard

School Maps

Facilities Map



Emergency Map



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:

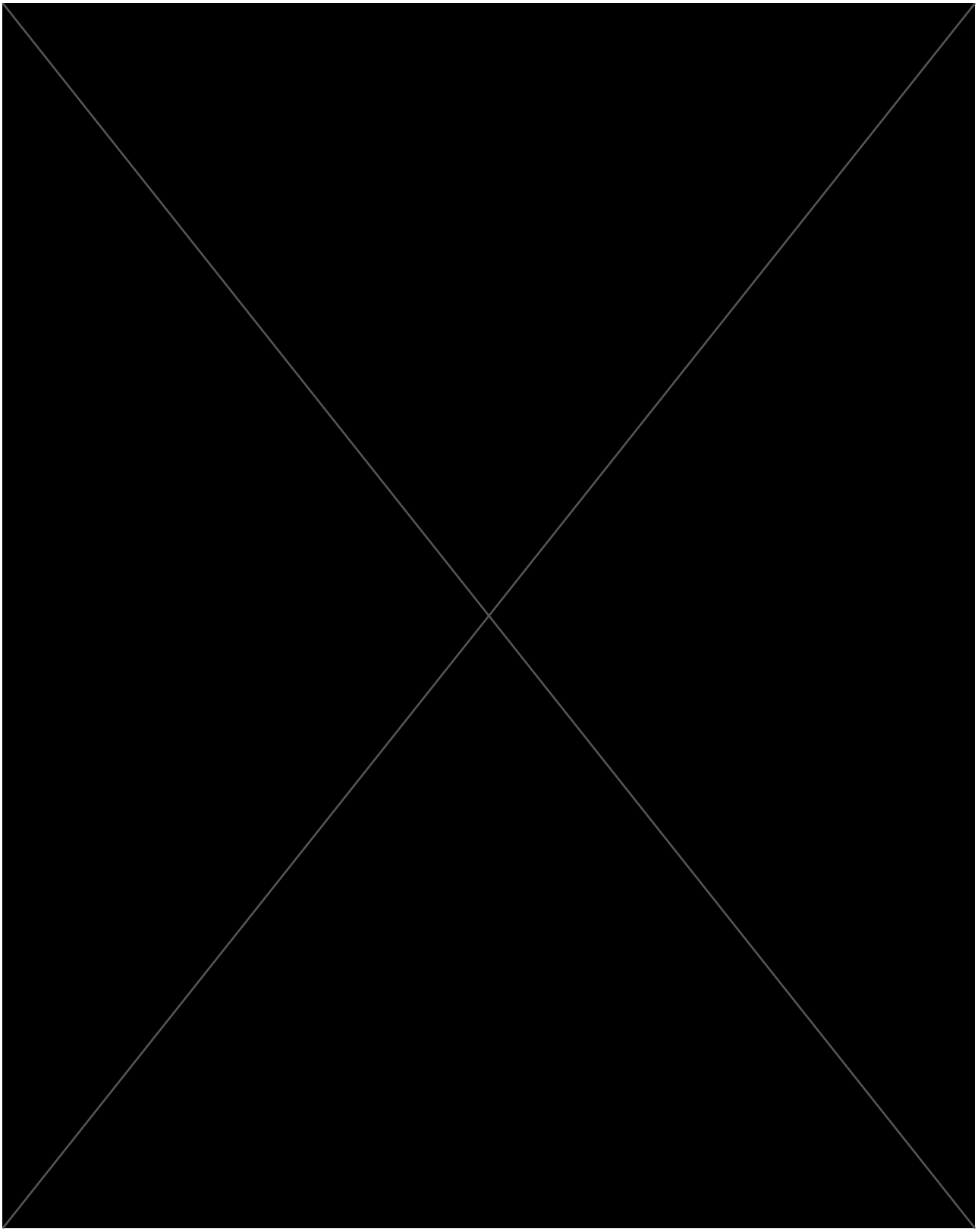
Emergency Drill Evaluation

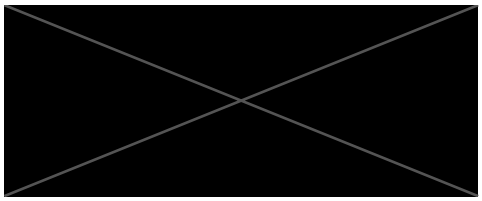
MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar
2025-2026





PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

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

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.

- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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 and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to 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.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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 and Forms | County of Orange Social Services Agency
- 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).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
   - Report and sign in at the office.

- Be provided with a visitor's badge.
- Be prepared to provide identification to school personnel.
- Respect school rules.

3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communcaiton. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.

- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

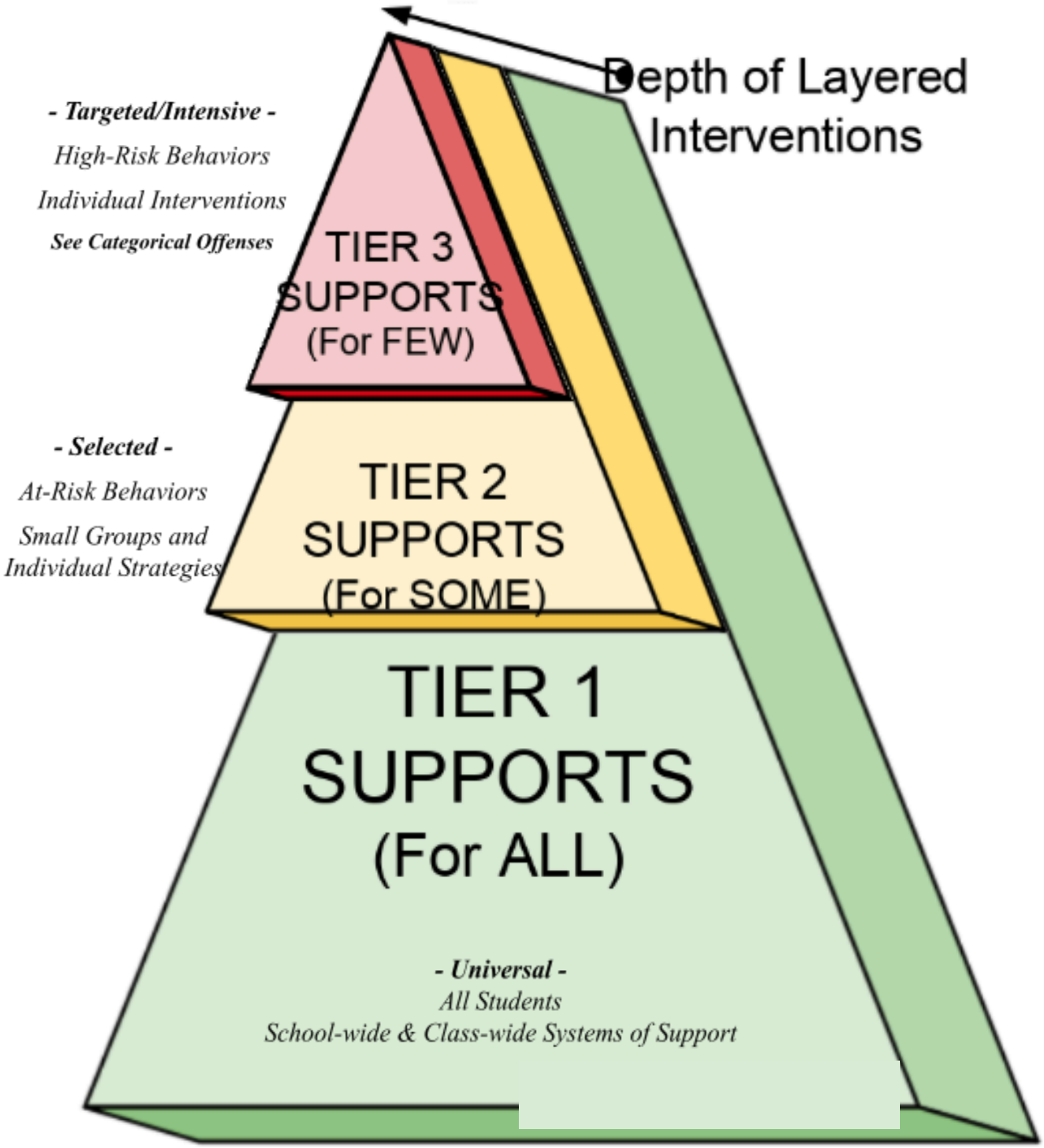
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family, and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

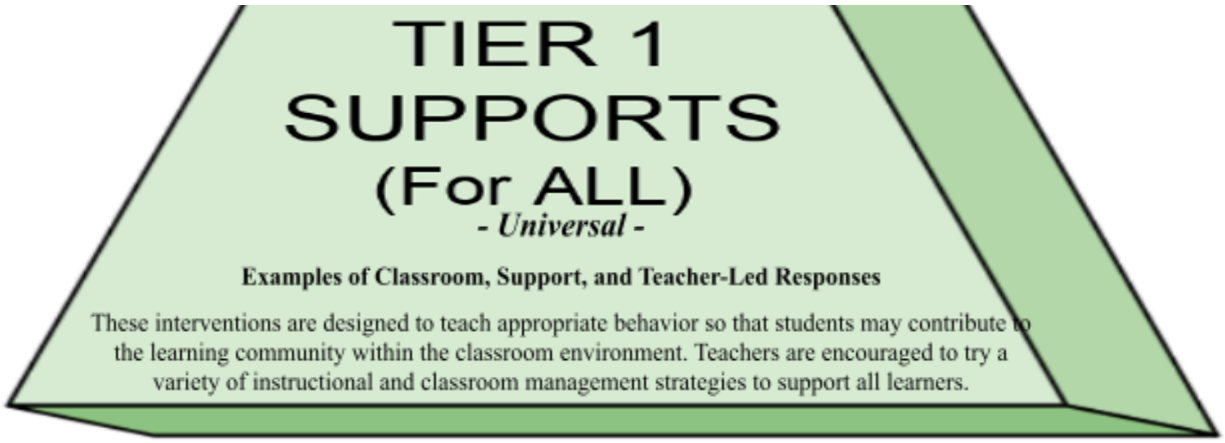
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each 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, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

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 and causes a substantial disruption to the normal operation of the School. 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 causes a substantial disruption to the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of students to lawful student expression, as outlined in the “MPS Student Freedom of Speech/Expression Policy” available in the office of each MPS school.

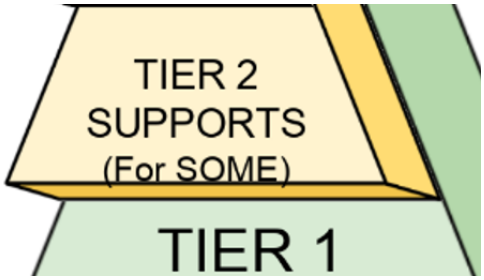
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• 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	✔ 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

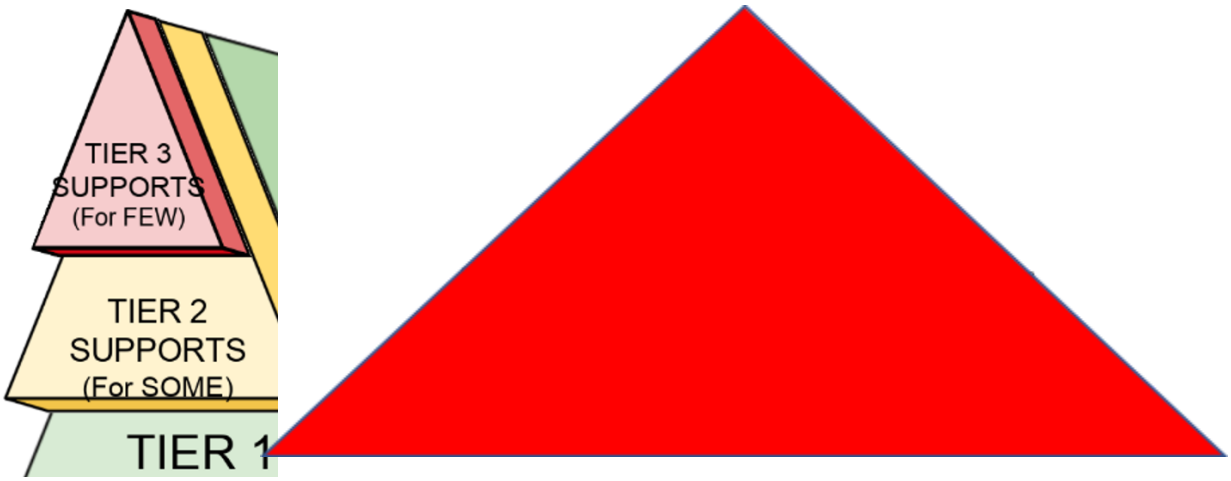


- Selected -

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
• 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	✔ 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
• 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	✔ 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

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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 school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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.

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

MPS school staff has committed itself to encouraging and supporting 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 in 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.

Alternatives to Suspension and/or Expulsion

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The 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 school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and the progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS 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 reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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.

Grounds for Suspension and Expulsion of Students

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: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

   1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
      ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
      iii. Causing a reasonable student to experience substantial interference with their academic performance.
      iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

   2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
      i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
(d) An act of cyber sexual bullying.
(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

   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 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 the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). 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/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator 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 of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 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.

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

   In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. **Suspension Appeals**

   Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made in writing 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 of at least one school administrator (serves as procedural advisor), 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 and will be delivered to the parent/guardian in a written response. 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.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

It is preferable 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. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

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 or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian 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 the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MPS' 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 and/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.

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of 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 recommendation 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 Administrative 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 expelled 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 their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense 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 with MPS
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

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

Expulsion Appeals

In order 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 being informed 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 fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and MPS. That decision shall be final.

Interim Placement

MPS shall be responsible for the appropriate interim placement of students during and pending the completion of the MPS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA/District**
   The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to

others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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 winfully 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

Powered by BoardOnTrack

Title IX

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[1] MPS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in MPS's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by MPS to provide an aid, benefit, or service under MPS's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from MPS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

[1] MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

    - The degree to which the conduct affected the complainant's ability to access MPS's education program or activity;
    - The type, frequency, and duration of the conduct;
    - The parties' ages, roles within MPS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
    - The location of the conduct and the context in which the conduct occurred; and
    - Other sex-based harassment in MPS's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
    - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
    - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
        - The length of the relationship;
        - The type of relationship; and
        - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
    - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
    - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
    - Shares a child in common with the victim; or
    - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
    - Fear for the person's safety or the safety of others; or
    - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
    - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, 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 or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) MPS's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to MPS that objectively can be understood as a request for MPS to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of MPS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom MPS has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated MPS's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to MPS's education program or activity, including measures that are designed to protect the safety of the parties or MPS's educational environment; or (2) provide support during MPS's grievance procedures or during an informal resolution process.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure MPS's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes MPS from requiring an employee or other person authorized by MPS to provide aid, benefit, or service under MPS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at MPS, if any, can be found on the MPS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether MPS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents MPS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing,

or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or MPS's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the predetermined complaint officer for the MPS Board:

Fiorella Del Carpio

Chief People Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

fdelcarpio@magnoliapublicschools.org

The appeal decision maker, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of MPS's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;

- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by MPS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. MPS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

MPS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in MPS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

MPS allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

MPS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to

witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.[2] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, MPS will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

MPS may dismiss a complaint if:

- MPS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in MPS's education program or activity and is not employed by MPS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and MPS determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- MPS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, MPS will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

[2] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable MPS policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the
  date(s) and location(s) of the alleged incident(s), to the extent that information is available to MPS;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if MPS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by MPS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless MPS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone
  other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to
  prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

MPS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find MPS's determination unsatisfactory, the party may, within five (5) business days of notice of MPS's determination, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or
notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by MPS including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

No party, witness, or other person participating in MPS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on MPS's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

MPS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the MPS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and

- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to MPS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of MPS's obligations under:
    - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
    - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide MPS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any MPS leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

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 employees,

Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing MPS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions MPS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. MPS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

MAGNOLIA PUBLIC SCHOOLS
TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

<u>To be completed by MPS</u>:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4853-7361-5053, v. 1

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[3]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[3] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [4] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[4] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Powered by BoardOnTrack

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodations for Pregnant and Parenting Pupils;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development;
    - Compensatory Education;
    - Consolidated Application;
    - Course Periods without Educational Content;
    - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
    - Every Student Succeeds Act;
    - Local Control & Accountability Plans (LCAP)/LCFF;
    - Migrant Education;
    - Physical Education Instructional Minutes;
    - Pupil Fees;
    - Reasonable Accommodations to a Lactating Pupil;
    - Regional Occupational Centers and Programs;
    - School Plans for School Achievement;
    - School Safety Plans;
    - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #:

_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

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2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

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General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

> California Department of Education
> 1430 N Street
> Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #:

_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

_____

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_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

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Professional Boundaries: 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 Suspected 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- 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.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- 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.

Dress Code/Uniforms

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. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **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 you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
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. 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.

<u>Undergarments</u>
All undergarments, including bras, boxer shorts, etc., should not be visible
<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or 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 shirt may not hang out of sleeves.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath 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 collar of 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 undo 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.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school’s administration
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based

resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake
- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt

reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.

- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.

- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.

- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.

- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The

collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.

- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:
- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:
- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:
- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:
- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal Mr. Zekeriya Ocel.

A report can be sent by a legible written note, by email, or by telephone to the following: Zekeriya Ocel zocel@magnoliapublicschools.org . Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important

details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

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 the 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.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or 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 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

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 or designee.

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 were taken by the school.

- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time
1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:
- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

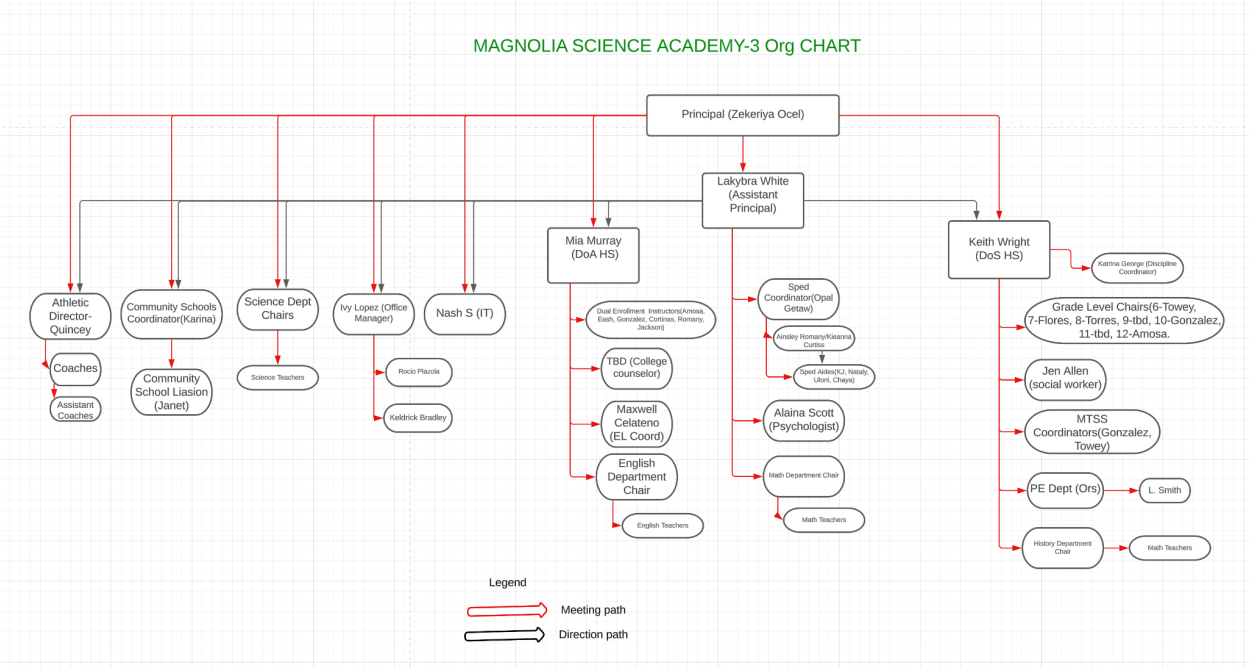
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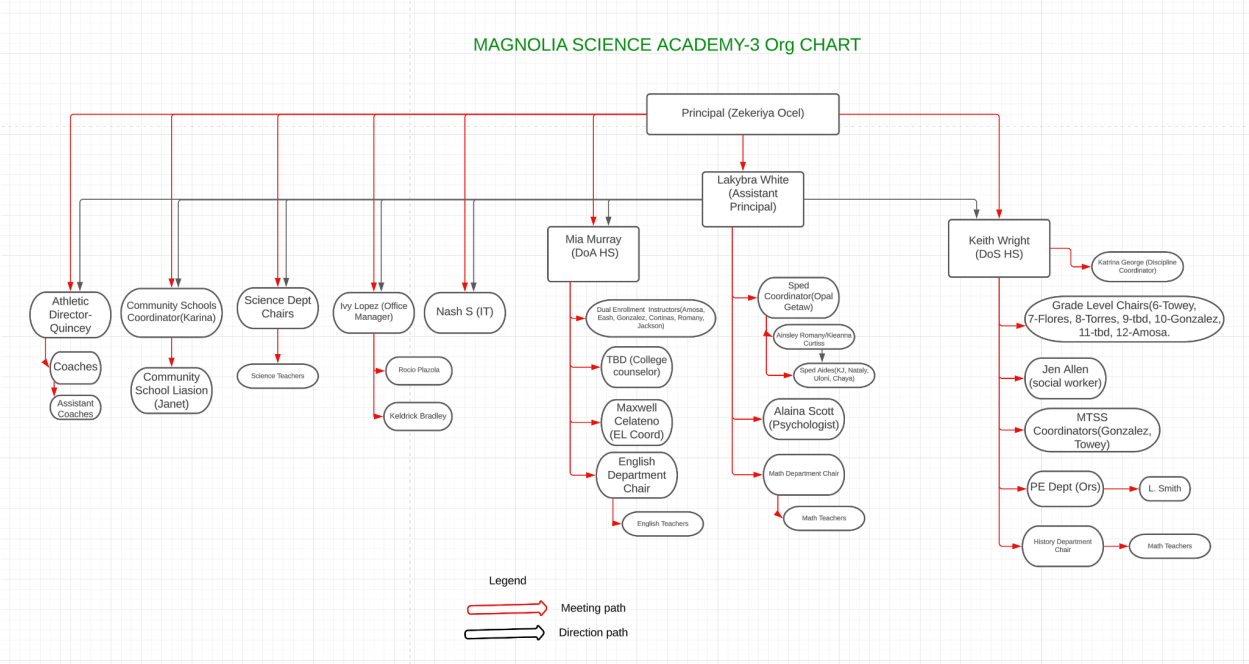
- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents





Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

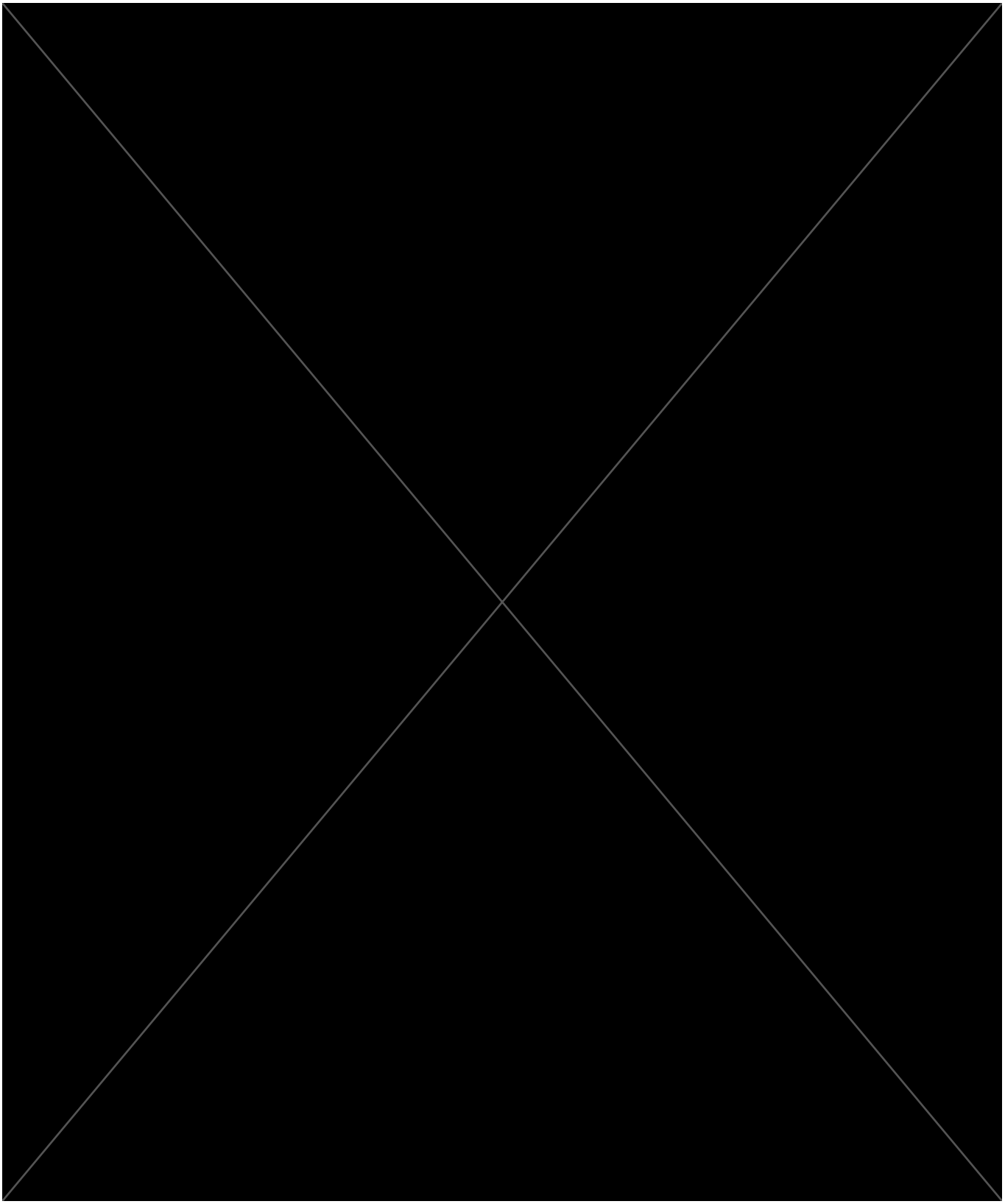
Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

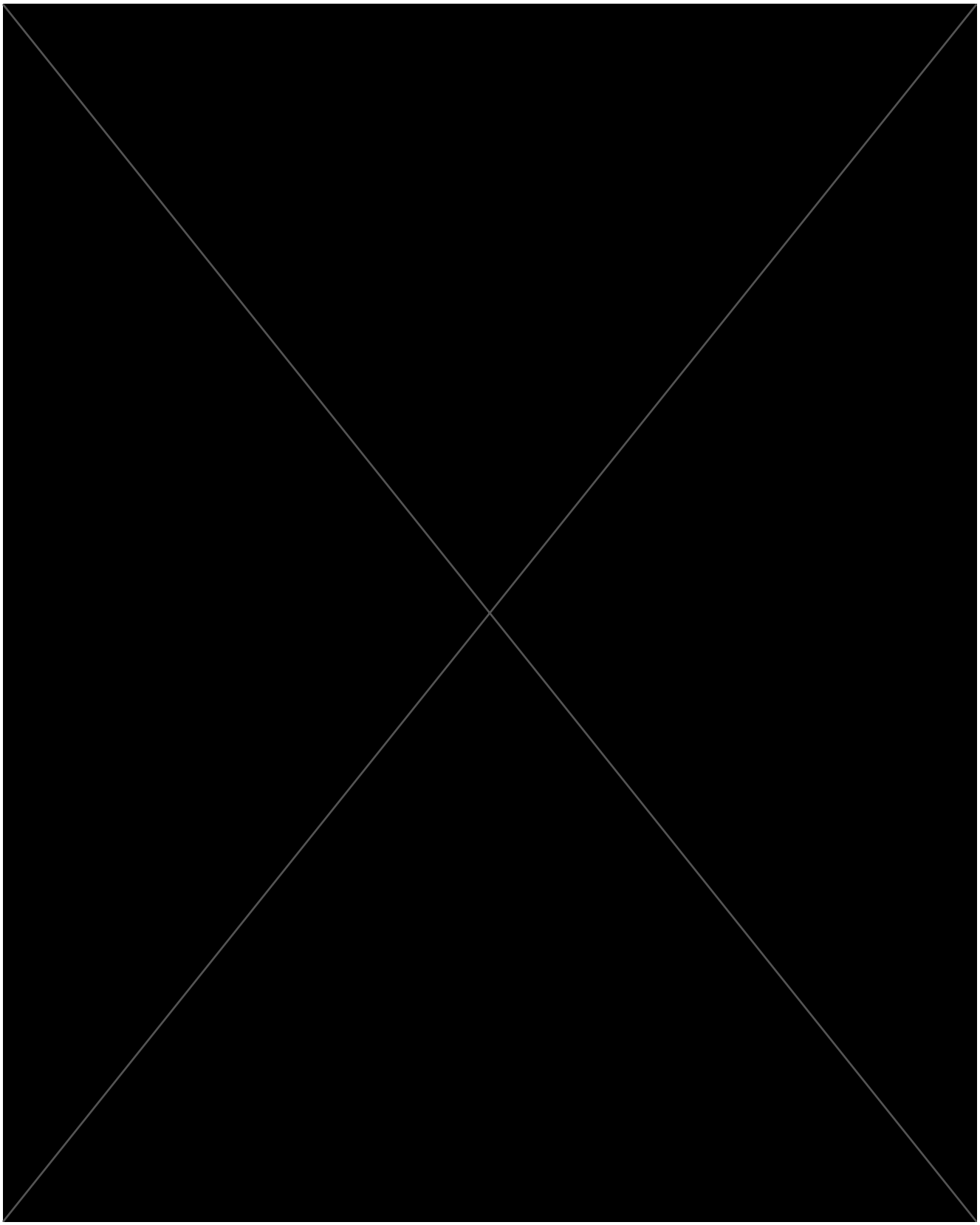
Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

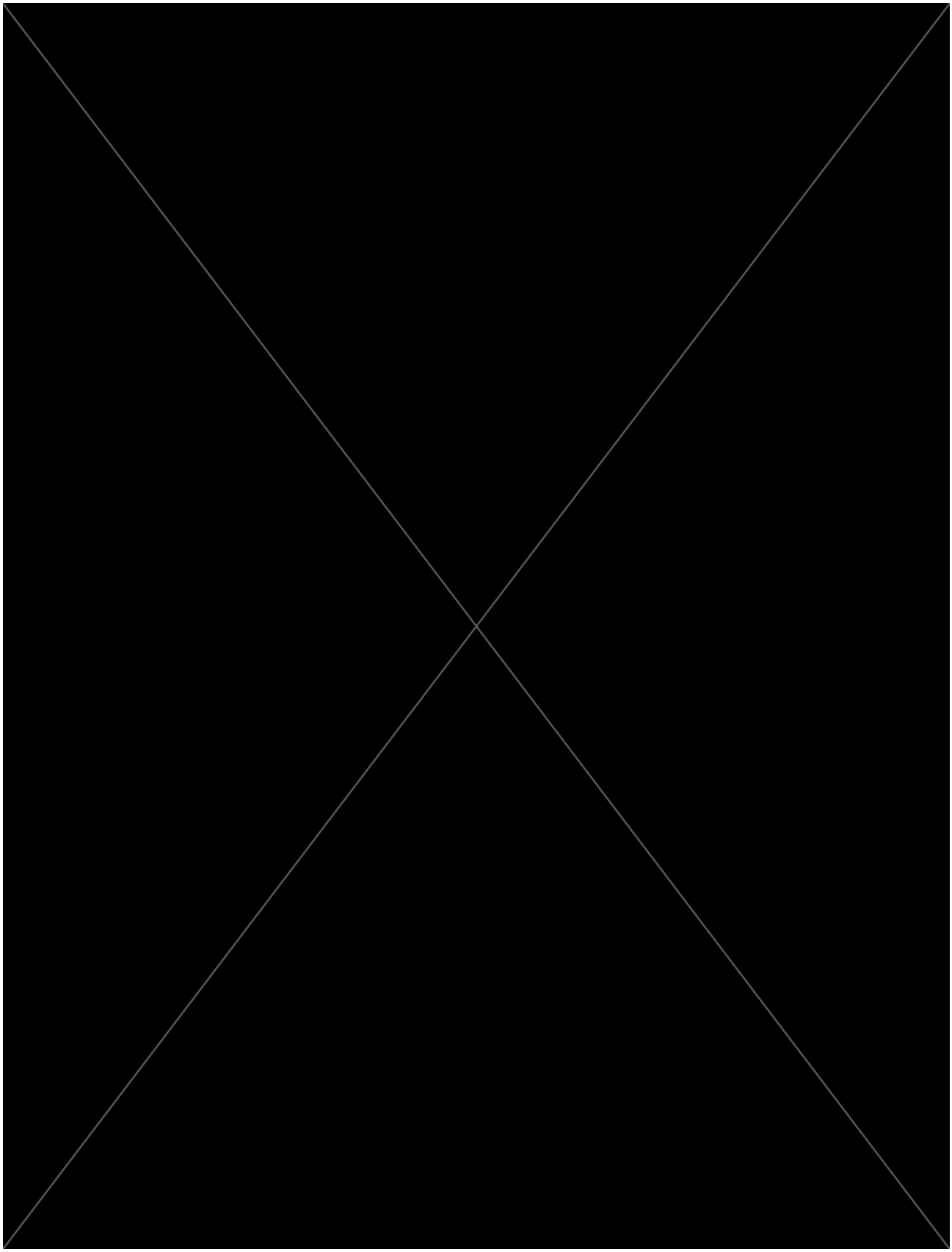
Safe School Plan Quick Reference Guide

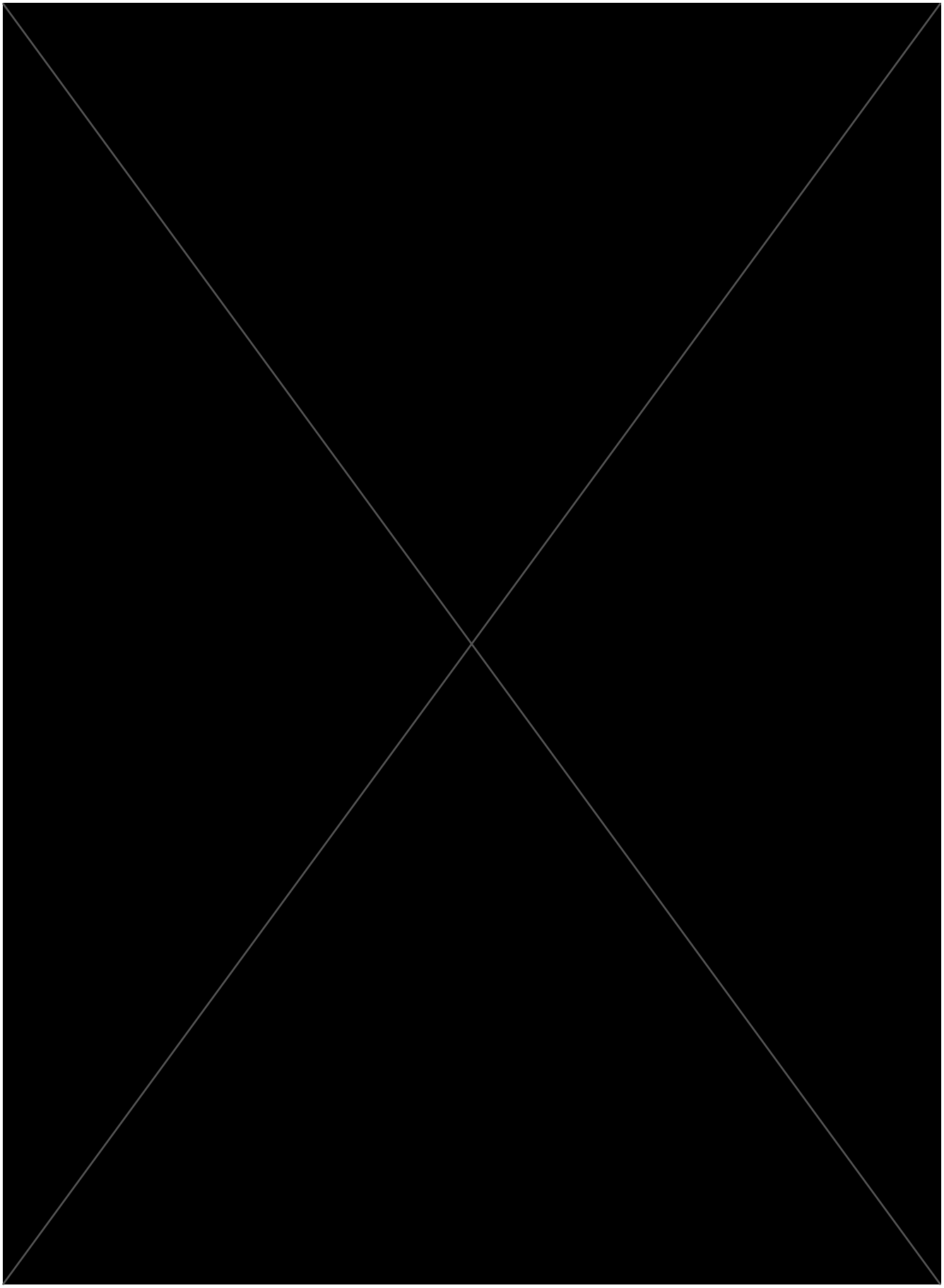
Magnolia Science Academy - 3
MAGNOLIA PUBLIC SCHOOLS

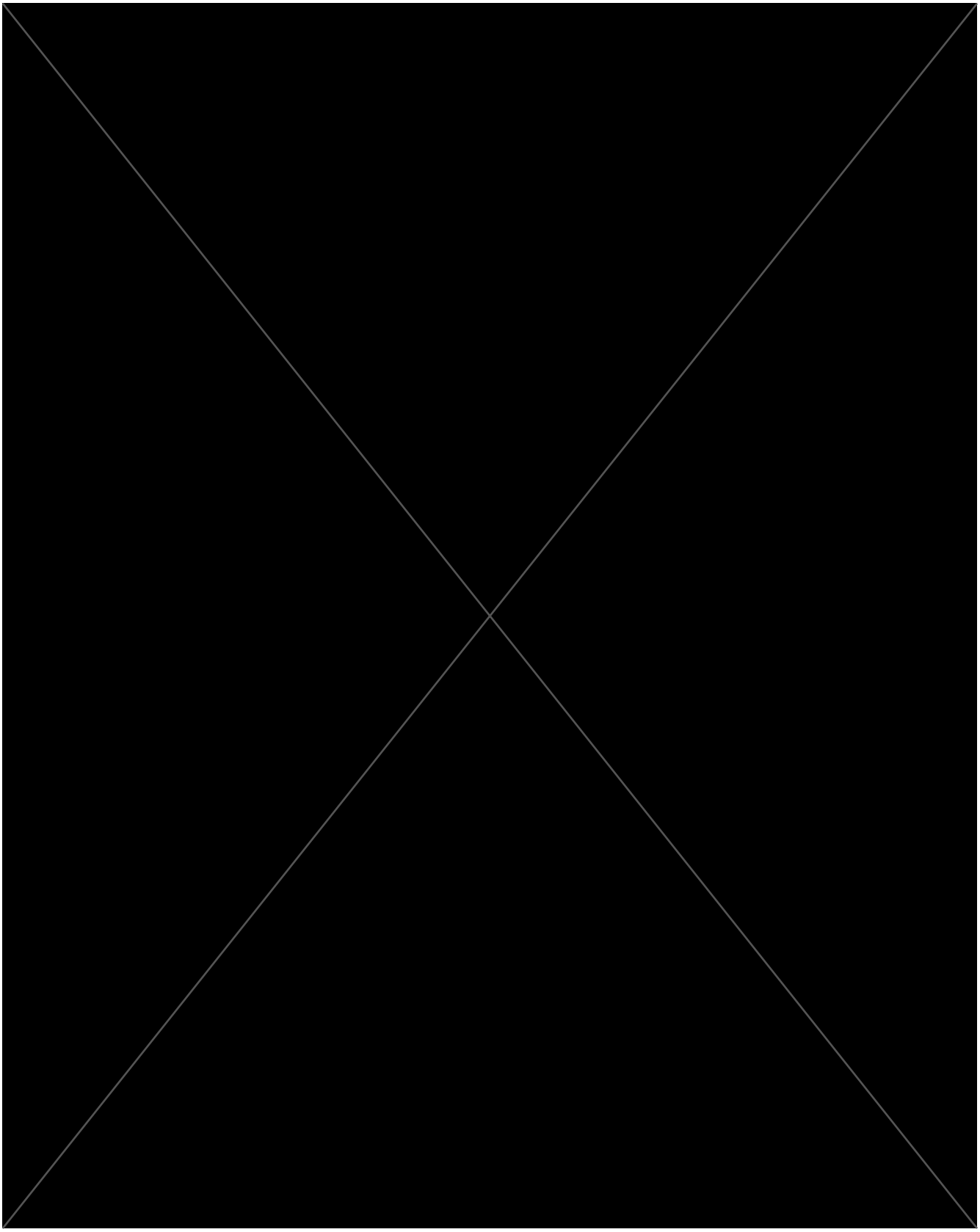
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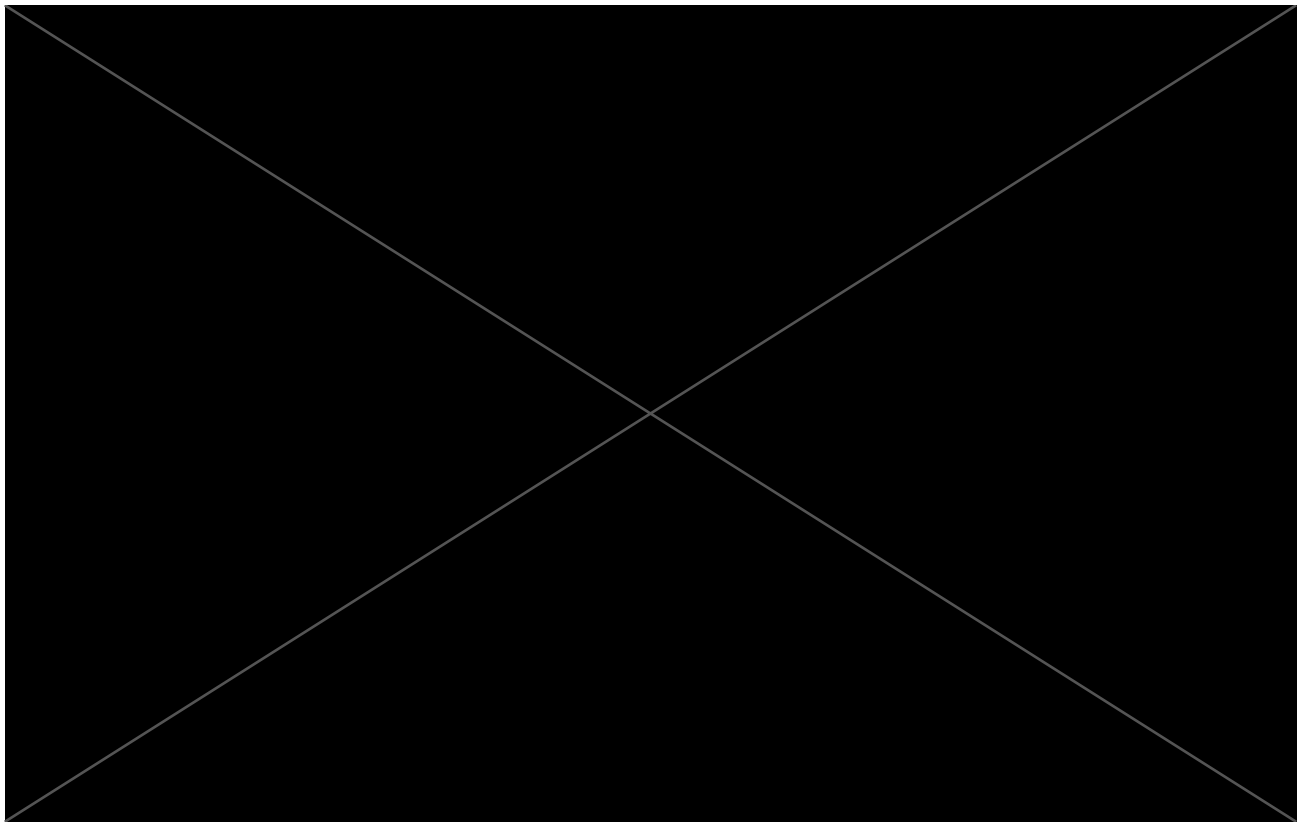












School Safety Plan
Magnolia Science Academy 4
MAGNOLIA PUBLIC SCHOOLS

Elizabeth Rizzuto, Principal
11330 Graham Place
Los Angeles, CA 90064
(310) 473-2464

A meeting for public input was held on Jan 28, 2025

Plan Revised Jan 28, 2025

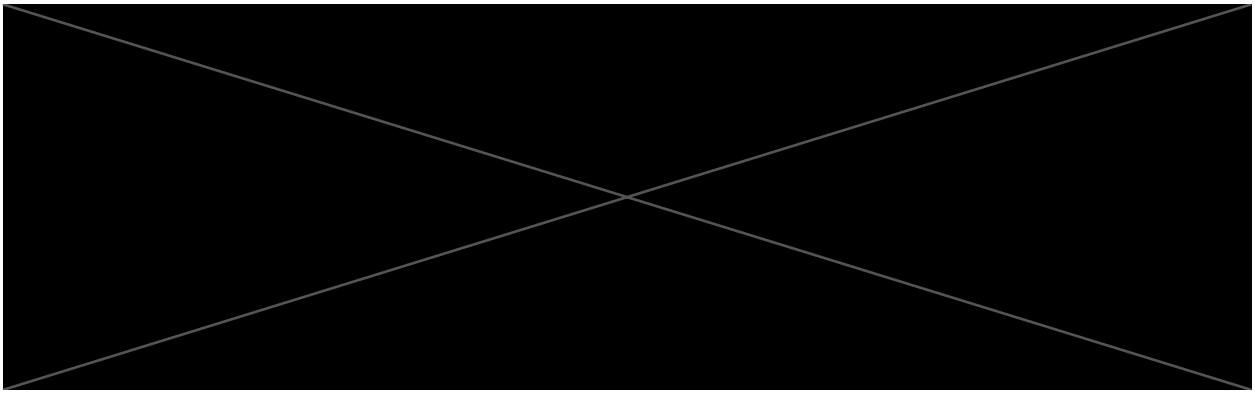
Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February----

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

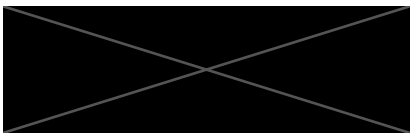
NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on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

Magnolia Science Academy 4
School Safety Plan
2025-2026

Magnolia Science Academy’s Parent Advisory Committee certifies that it has reviewed and participated in the development of the following School Safety Plan.

Name	Agency	Contact Email
		

Parent Advisory Committee/Safety Planning

Name	Title	Contact Email
Elizabeth Rizzuto	Principal	erizzuto@magnoliapublicschools.org
Alexis Leon	Assistant Principal	aleon@magnoliapublicschools.org
Nataly Birrueta	Community Schools Coordinator	nbirrueta@magnoliapubi
Vanessa Alquijay	Teacher	valquijay@magnoliapublicschools.org
Ke-Huey Liu	Parent	
Norma Padilla	Parent	

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.

About our School as a Safe Place to Learn

What is the vision of a school that is a safe place to learn? What does the parent advisory committee want the school to look like?

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe,nurtured, and respected. Proactive efforts foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

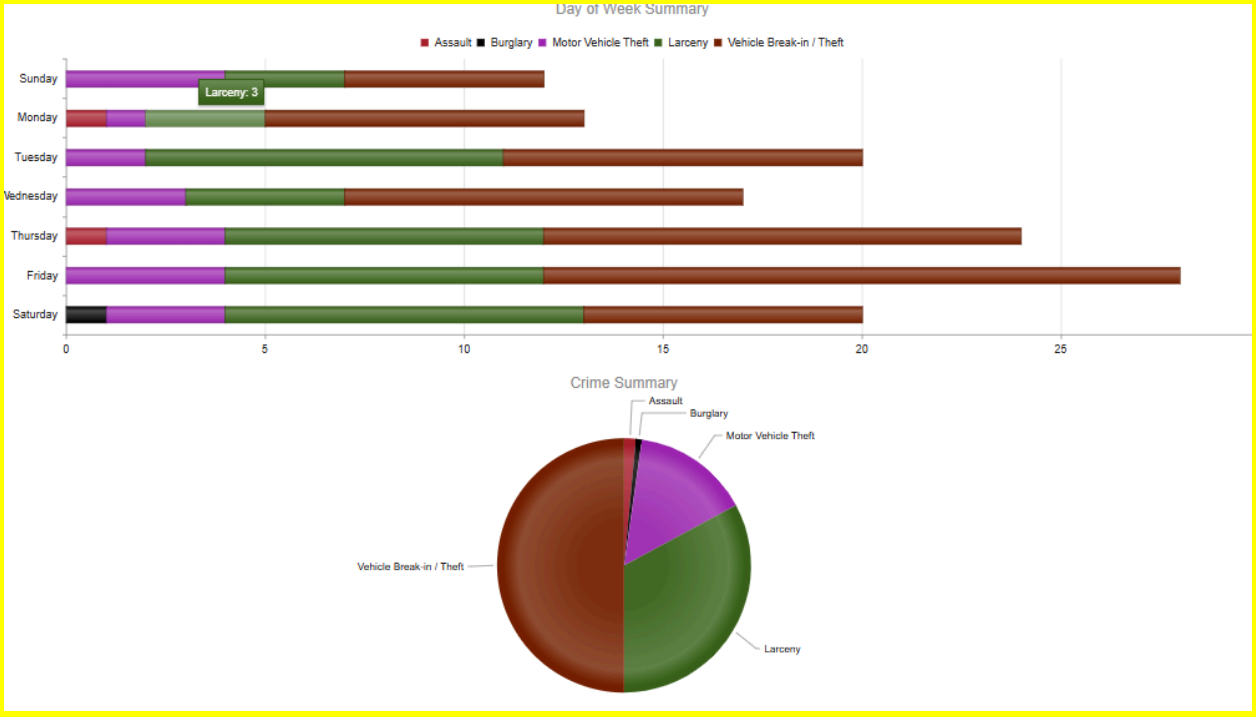
Assessment of Data

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 90064 from 5/2024 to 11/2024:

Type	Number
Total Crimes during time period	329
Top #1 Vehicle Break In	86
#2 Larceny	80
#3 Burglary	56



This data is represented by the following graphic pulled from source website:
https://crimemapping.com/map/location/90201,%20Bell,%20CA,%20USA?id=dHA9MCN0dj02NTEyODNhZSNsb2M9MTE2NTYwNiNsbmc9NTUjcGw9NjY3MDg0I2xicz0xNDo0MTMxMjkwI2xuPUVhZ2xlTG9jYXRvcg==

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on 11/07/2024. The following data was reviewed:

	2021-22	2022-23	2023-24	Currently as of 11/07/2024
Suspension Data Out-of-School	3	10	1	0
Suspension Data In-School	0	0	0	0
Expulsion Data	0	0	0	0
Office Discipline Referrals ODRs	7	53	40	19
Average Daily Attendance (ADA) Rate	95.6%	89.2%	91.4%	90.1%
Chronic Absenteeism Rate	35%	46.5%	27%	19%
Graduation Rate	96.3%	96%	93.8%	N/A

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, 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: Educational Partner Surveys

Component 2: Goal#2

Goal(s): We will work with co-located schools implementing strategies to ensure student safety.

- Component 2: Co-location Collaboration for Safety
- Goal(s): We will work with co-located schools implementing strategies to ensure student safety.
- Objective: Review the safety plans and share ideas to improve safety.
- Related Activities: Monthly collaboration meetings.
- Resources needed: School Safety Plans
- Person(s) responsible for implementation: Designated administrators
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Meeting minutes

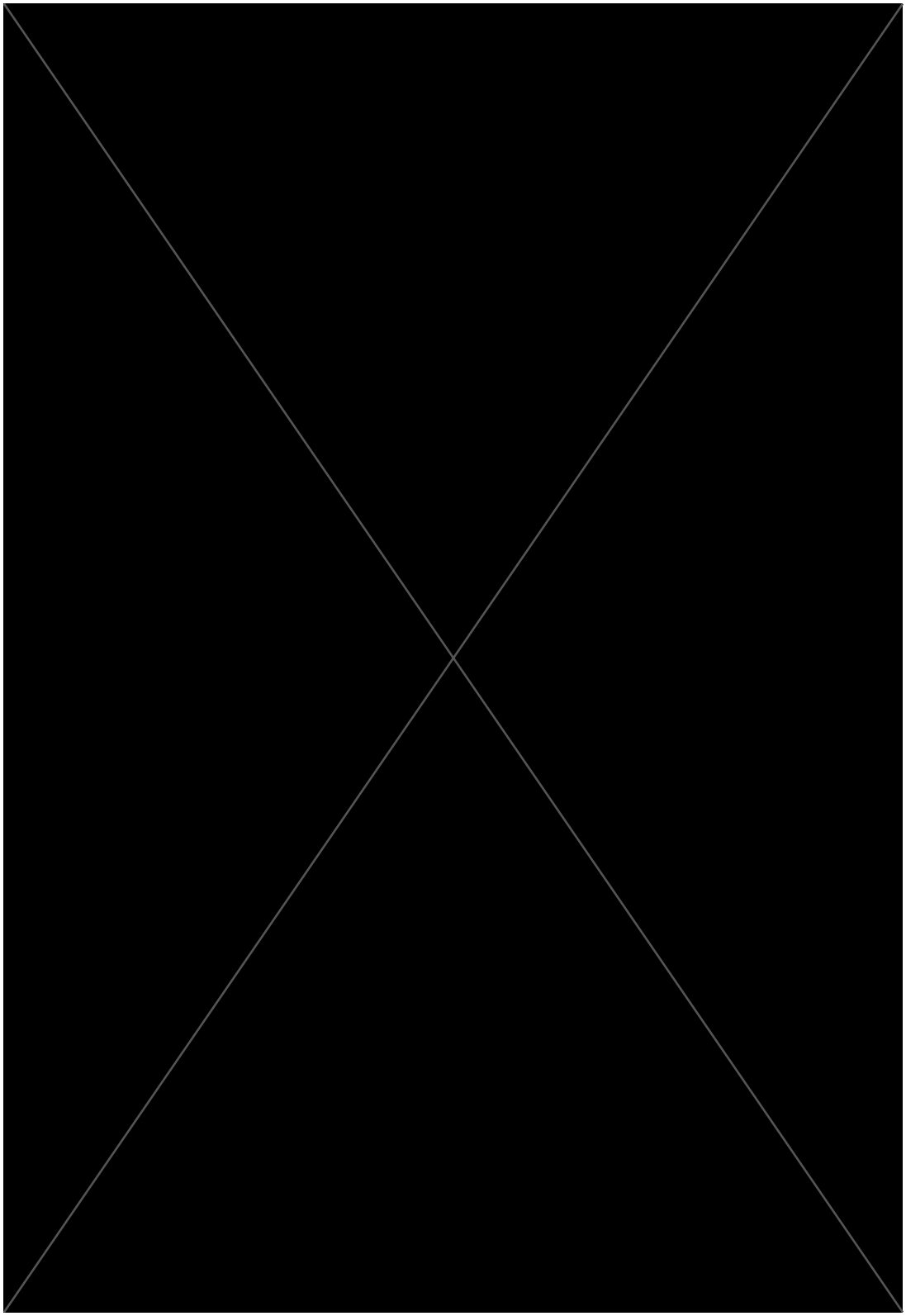
Component 3: Goal#3

Goal(s): We will administer safety drills on a monthly basis in order to ensure student and staff readiness.

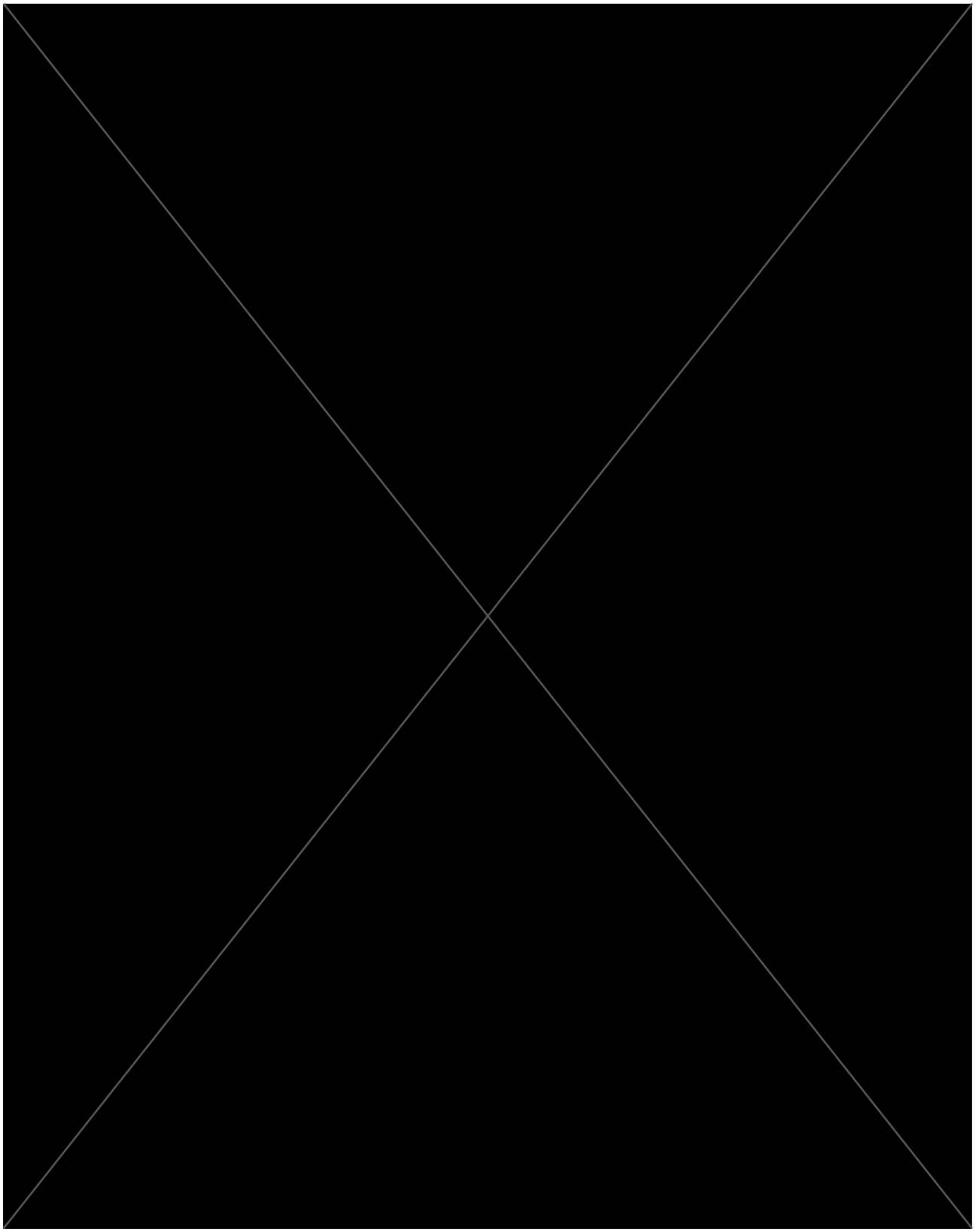
- Objective: To ensure students and staff are ready to act properly in case of emergencies.
- Related Activities: Creating an emergency drill calendar and implementing it.
- Resources needed: School Safety Plan
- Person(s) responsible for implementation: Designated administrator and school staff
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Emergency drill evaluation forms.

School Maps

Facilities Map



Emergency Map



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

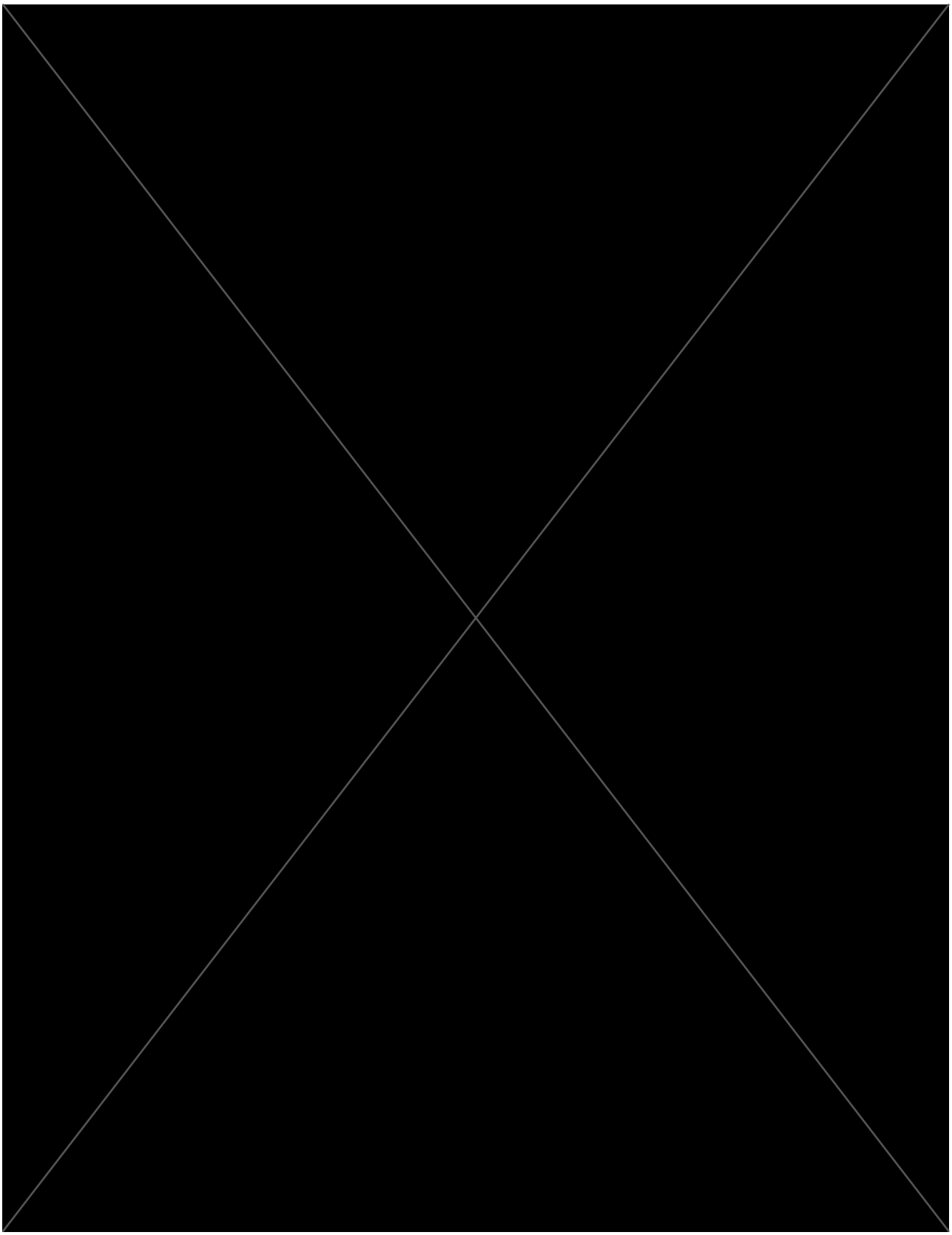
MPS Emergency Drill Evaluation (Google Form)

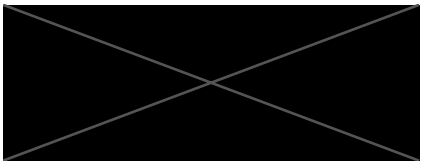
The MPS Emergency Drill Evaluation collects the following information:

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar





PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

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

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.

- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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 and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to 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.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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 and Forms | County of Orange Social Services Agency
- 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).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
   - Report and sign in at the office.

- Be provided with a visitor's badge.
- Be prepared to provide identification to school personnel.
- Respect school rules.

3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communication. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.

- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

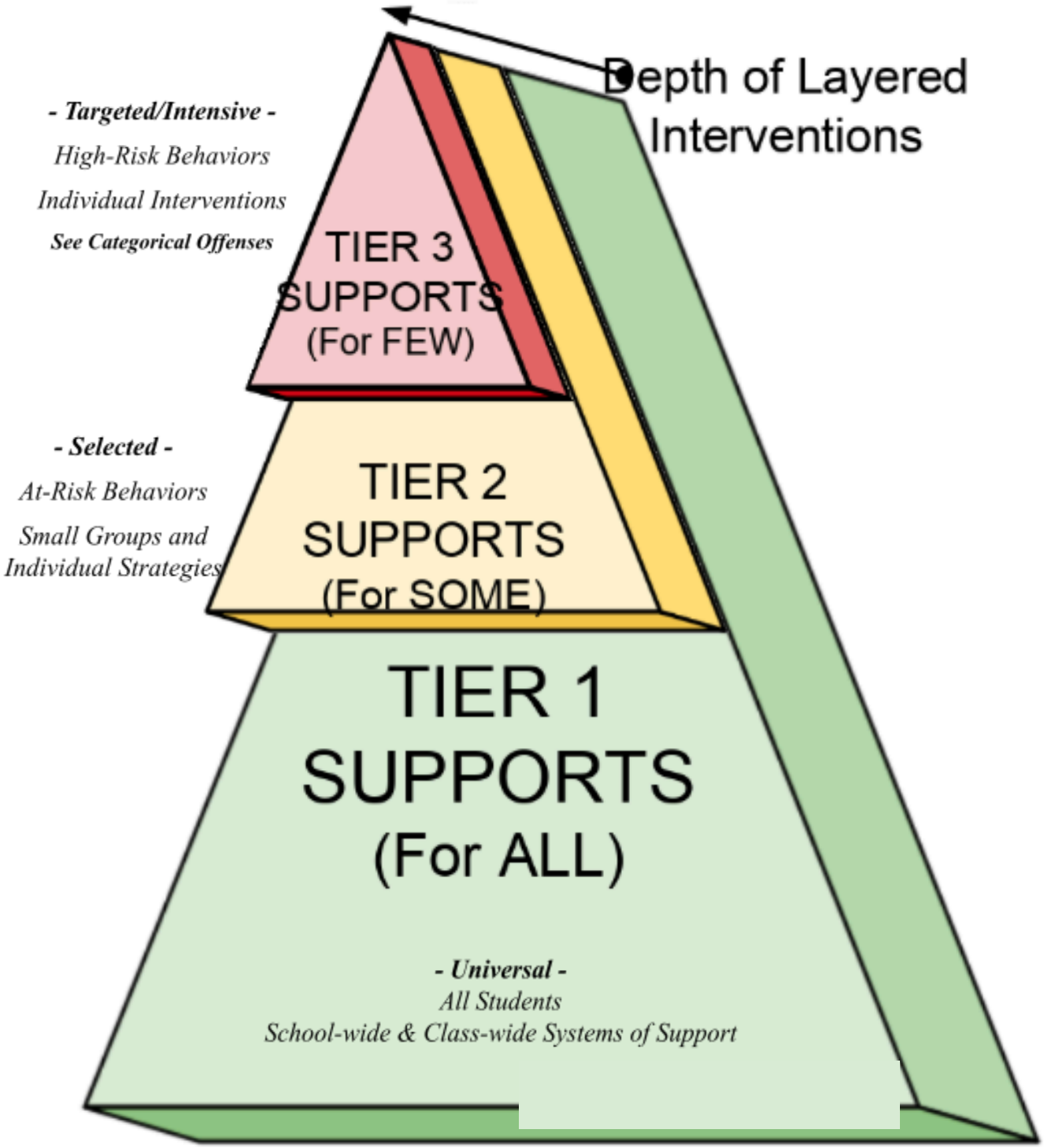
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family, and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

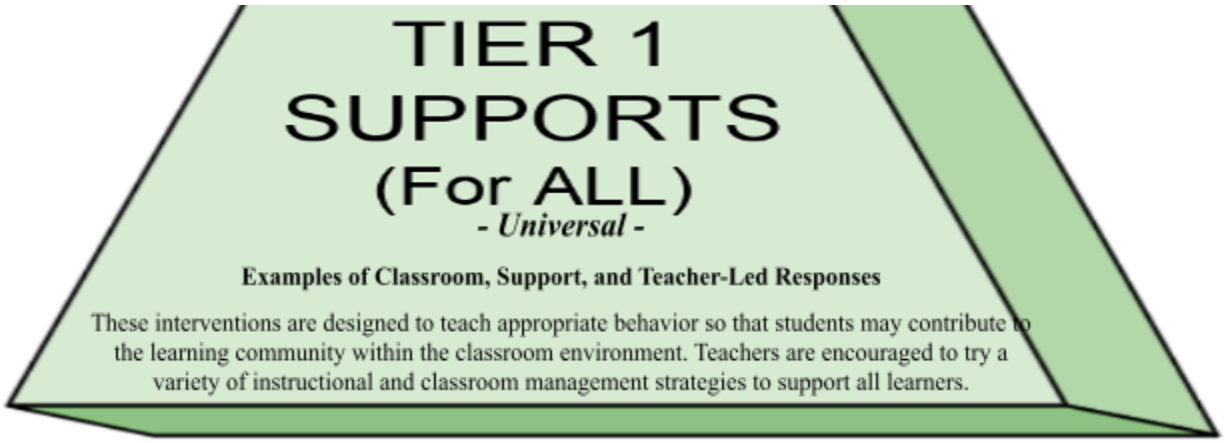
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each 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, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

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 and causes a substantial disruption to the normal operation of the School. 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 causes a substantial disruption to the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of students to lawful student expression, as outlined in the “MPS Student Freedom of Speech/Expression Policy” available in the office of each MPS school.

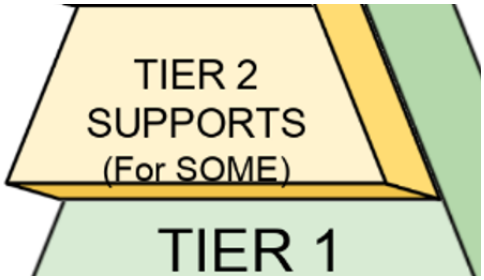
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• 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	✔ 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

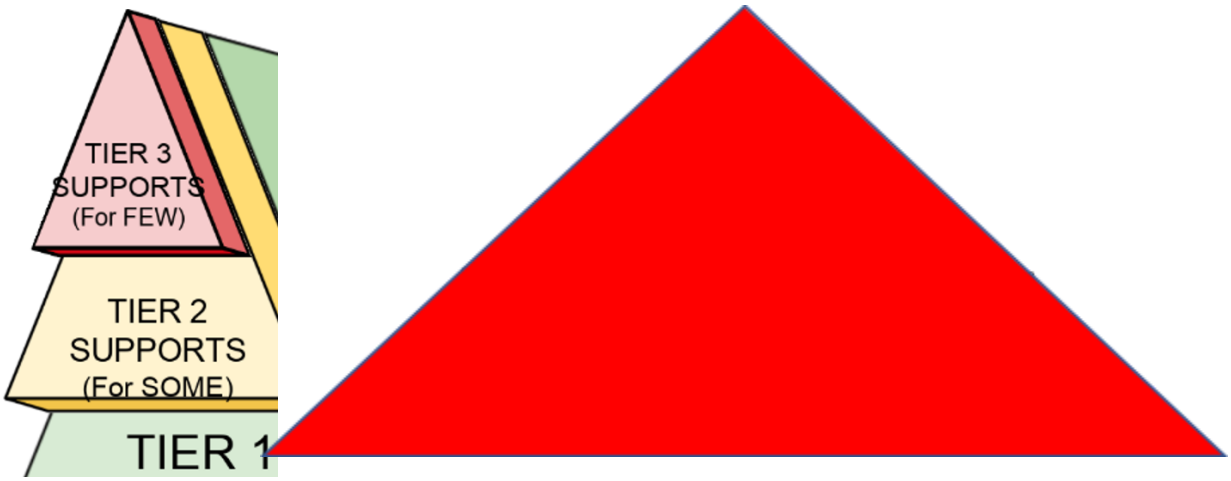


- Selected -

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
• 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	✔ 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
• 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	✔ 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

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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 school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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.

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

MPS school staff has committed itself to encouraging and supporting 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 in 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.

Alternatives to Suspension and/or Expulsion

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The 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 school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and the progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS 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 reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Reflection

Reflection will be held on the assigned day after school for up to 30 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.

Grounds for Suspension and Expulsion of Students

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: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
(d) An act of cyber sexual bullying.
(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

   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 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 the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). 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/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator 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 of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 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.

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

   In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. **Suspension Appeals**

   Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made in writing 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 of at least one school administrator (serves as procedural advisor), 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 and will be delivered to the parent/guardian in a written response. 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.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

It is preferable 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. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

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 or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian 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 the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MPS' 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 and/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.

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of 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 recommendation 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 Administrative 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 expelled 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 their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense 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 with MPS
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

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

Expulsion Appeals

In order 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 being informed 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 fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and MPS. That decision shall be final.

Interim Placement

MPS shall be responsible for the appropriate interim placement of students during and pending the completion of the MPS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA/District**
   The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to

others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

Magnolia Science Academy 4 shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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 winfully 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, Selling 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.
Elizabeth Rizzuto, Principal, Magnolia Science Academy 4

Title IX

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[1] MPS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in MPS's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by MPS to provide an aid, benefit, or service under MPS's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from MPS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

[1] MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

    - The degree to which the conduct affected the complainant's ability to access MPS's education program or activity;
    - The type, frequency, and duration of the conduct;
    - The parties' ages, roles within MPS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
    - The location of the conduct and the context in which the conduct occurred; and
    - Other sex-based harassment in MPS's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
    - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
    - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
        - The length of the relationship;
        - The type of relationship; and
        - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
    - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
    - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
    - Shares a child in common with the victim; or
    - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
    - Fear for the person's safety or the safety of others; or
    - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
    - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, 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 or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) MPS's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to MPS that objectively can be understood as a request for MPS to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of MPS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom MPS has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated MPS's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to MPS's education program or activity, including measures that are designed to protect the safety of the parties or MPS's educational environment; or (2) provide support during MPS's grievance procedures or during an informal resolution process.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure MPS's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes MPS from requiring an employee or other person authorized by MPS to provide aid, benefit, or service under MPS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at MPS, if any, can be found on the MPS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether MPS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents MPS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing,

or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or MPS's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the predetermined complaint officer for the MPS Board:

Fiorella Del Carpio

Chief People Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

fdelcarpio@magnoliapublicschools.org

The appeal decision maker, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of MPS's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;

- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by MPS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. MPS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

MPS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in MPS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

MPS allows for the reasonable extension of time frames on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

MPS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to

witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.[2] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, MPS will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

MPS may dismiss a complaint if:

- MPS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in MPS's education program or activity and is not employed by MPS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and MPS determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- MPS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, MPS will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

[2] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable MPS policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the
  date(s) and location(s) of the alleged incident(s), to the extent that information is available to MPS;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if MPS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by MPS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless MPS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone
  other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to
  prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

MPS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find MPS's determination unsatisfactory, the party may, within five (5) business days of notice of MPS's determination, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or
notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by MPS including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

No party, witness, or other person participating in MPS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on MPS's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

MPS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the MPS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and

- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to MPS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of MPS's obligations under:
    - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
    - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide MPS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any MPS leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

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 employees,

Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing MPS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions MPS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. MPS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

MAGNOLIA PUBLIC SCHOOLS
TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4853-7361-5053, v. 1

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[3]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

[3] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [4] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

[4] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodations for Pregnant and Parenting Pupils;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development;
    - Compensatory Education;
    - Consolidated Application;
    - Course Periods without Educational Content;
    - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
    - Every Student Succeeds Act;
    - Local Control & Accountability Plans (LCAP)/LCFF;
    - Migrant Education;
    - Physical Education Instructional Minutes;
    - Pupil Fees;
    - Reasonable Accommodations to a Lactating Pupil;
    - Regional Occupational Centers and Programs;
    - School Plans for School Achievement;
    - School Safety Plans;
    - School Site Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
    b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent

Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.

11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.

4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: 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 Suspected 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- 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.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- 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.

Dress Code/Uniforms

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. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **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 you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
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. 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.

<u>Undergarments</u>
All undergarments, including bras, boxer shorts, etc., should not be visible
<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or 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 shirt may not hang out of sleeves.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath 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 collar of 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 undo 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.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school’s administration
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based

resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake
- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt

reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.

- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.

- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.

- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.

- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The

collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.

- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:
- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:
- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:
- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:
- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal, Elizabeth Rizzuto.

A report can be sent by a legible written note, by email, or by telephone to the following: Address: 11330 Graham Place, Los Angeles, CA, 90064: email: erizzuto@magnoliapublicschools.org, phone number:(310) 473-2464 . Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that

imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

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 the 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.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or 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 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

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 or designee.

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 were taken by the school.

- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time
1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:
- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

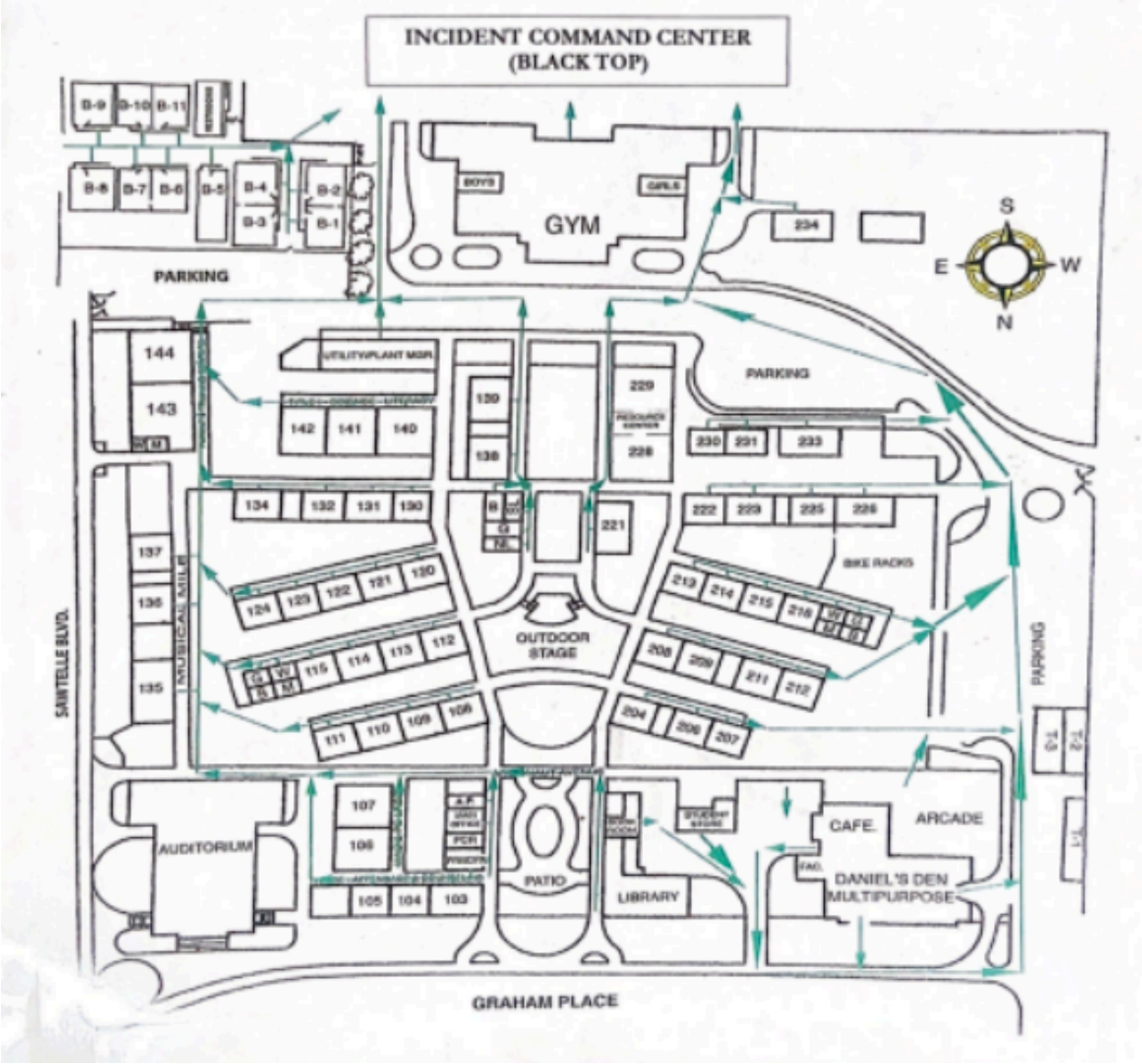
Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents



Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

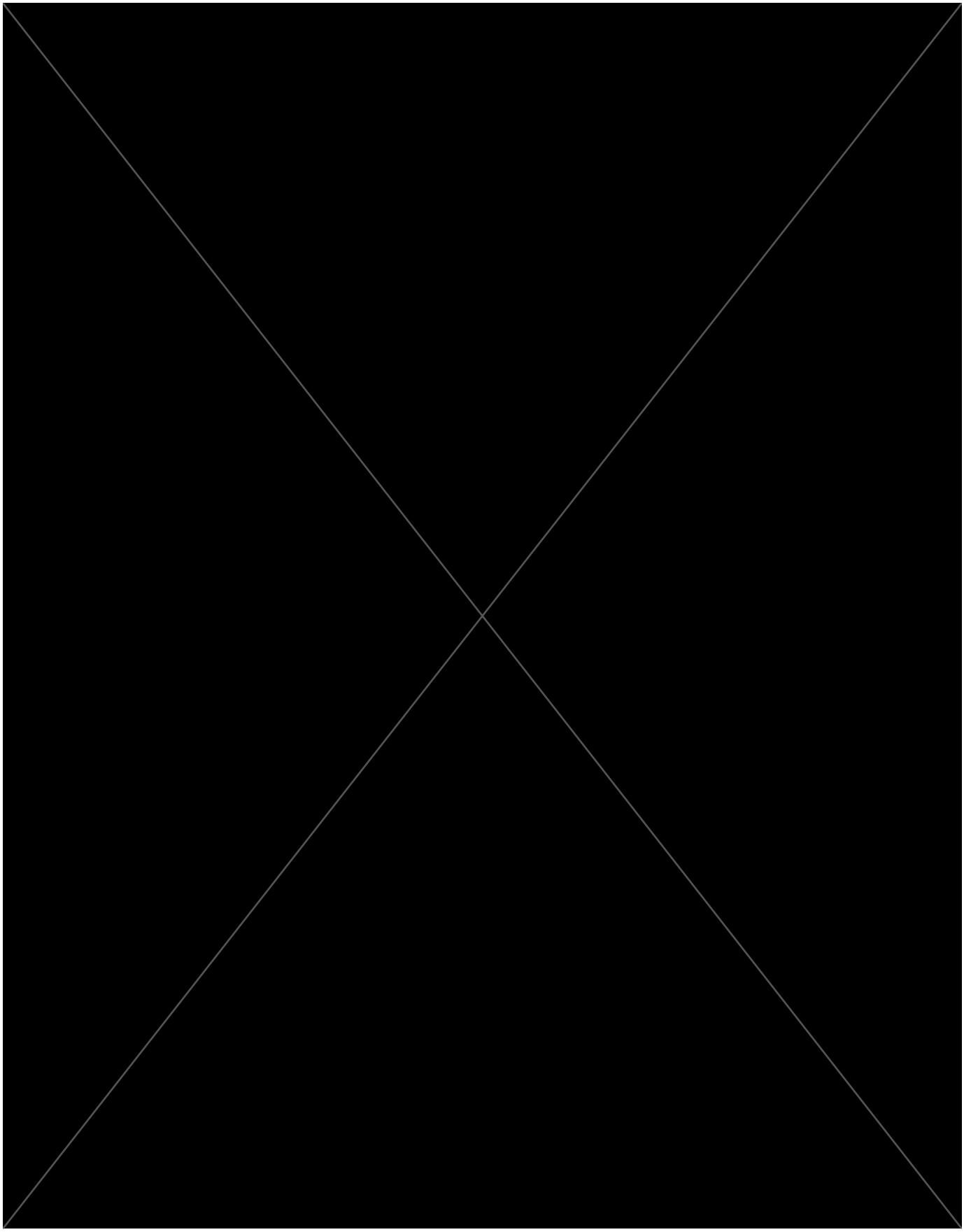
Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

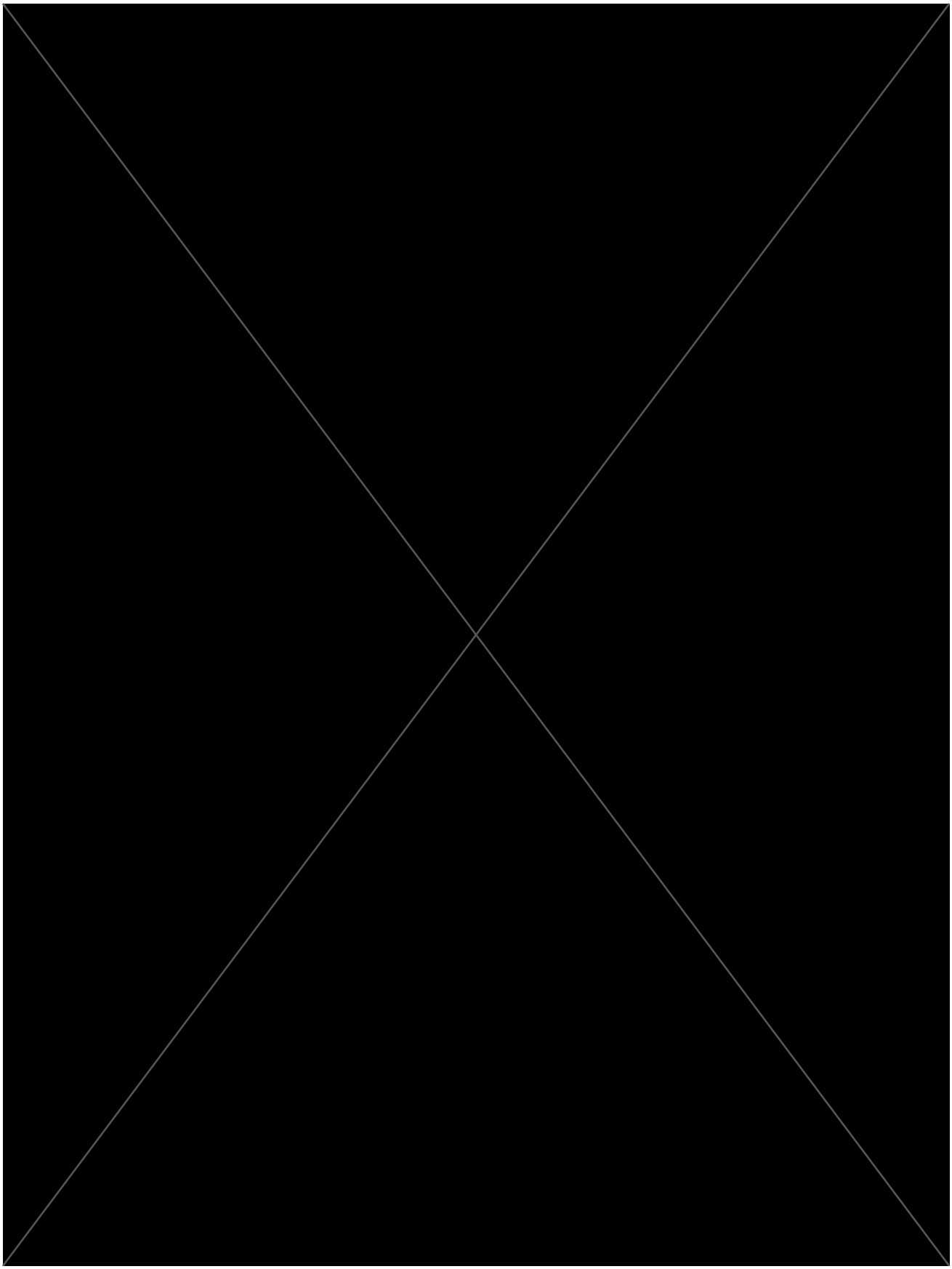
Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

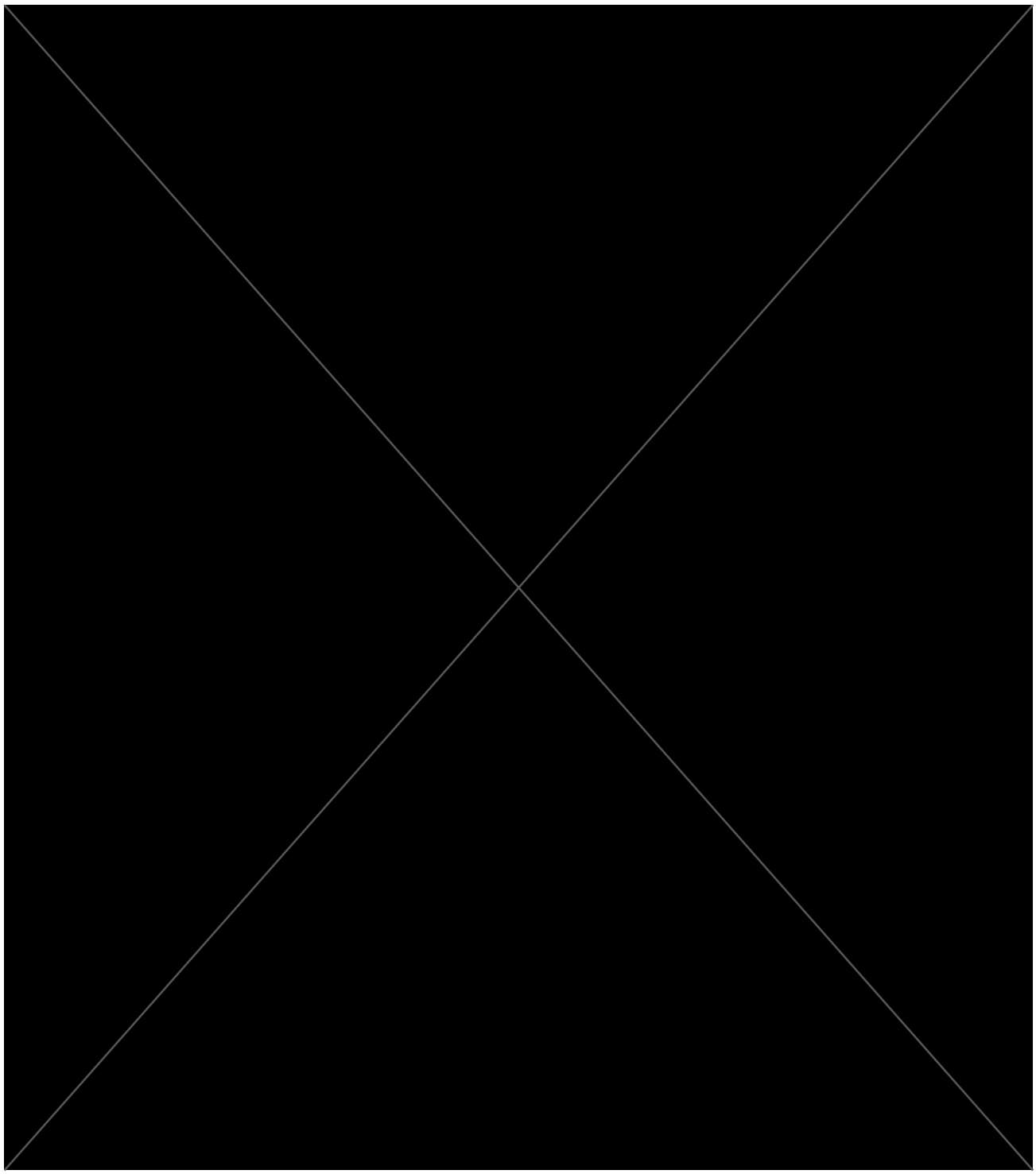
Safe School Plan Quick Reference Guide

Magnolia Science Academy 4
MAGNOLIA PUBLIC SCHOOLS

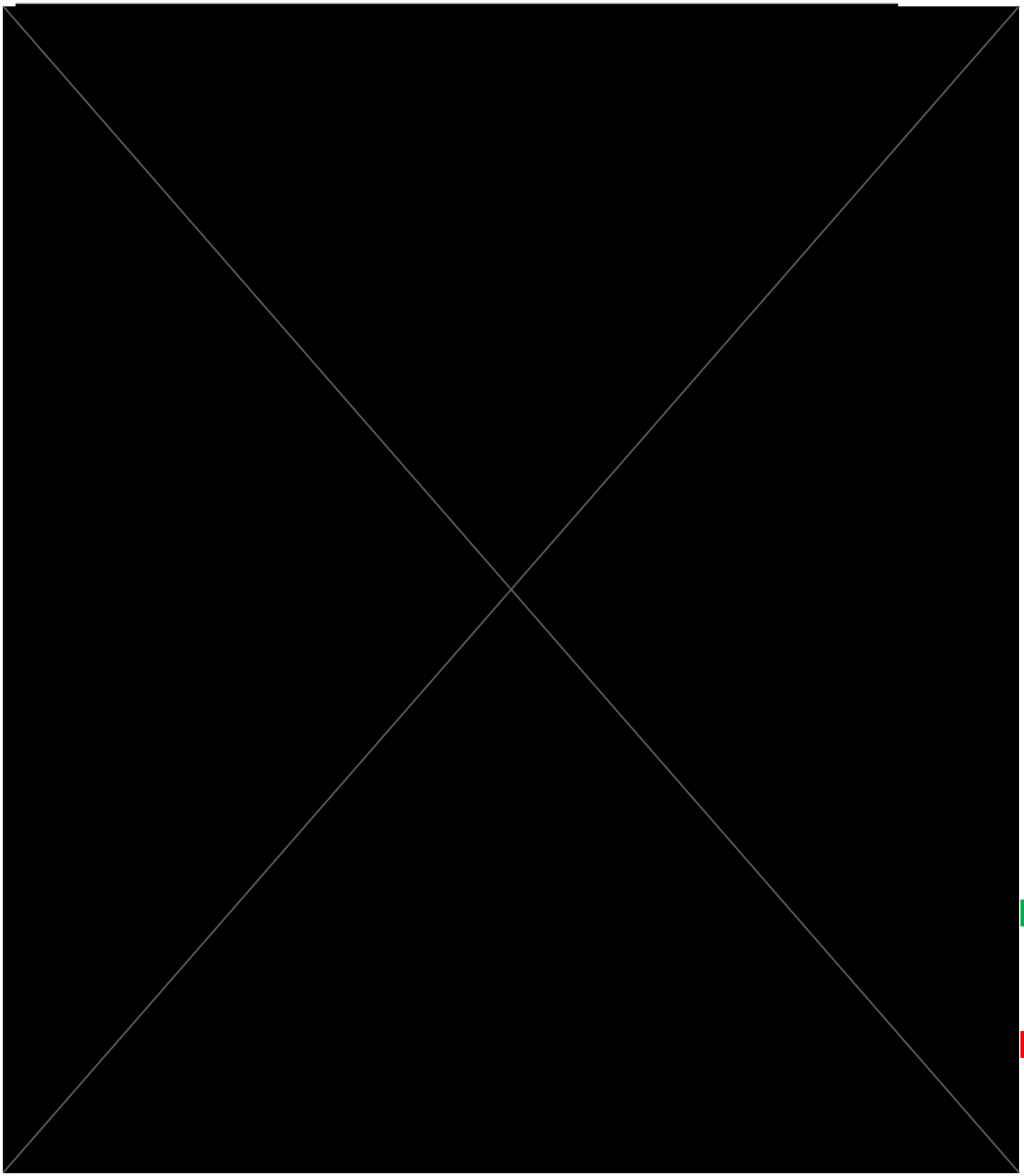
Elizabeth Rizzuto, Principal
11330 Graham Place
Los Angeles, CA 90064
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erizzuto@magnoliapublicschools.org

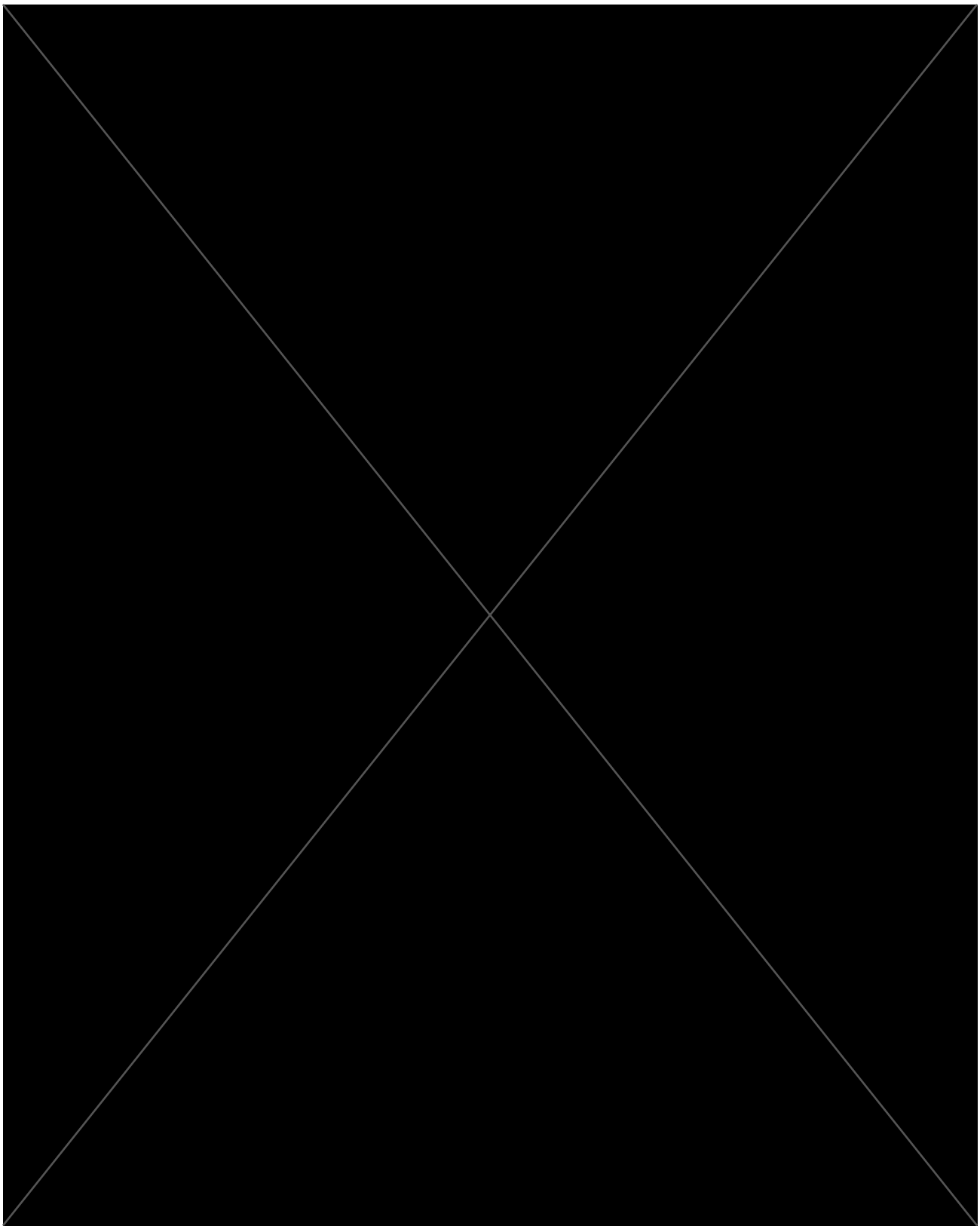


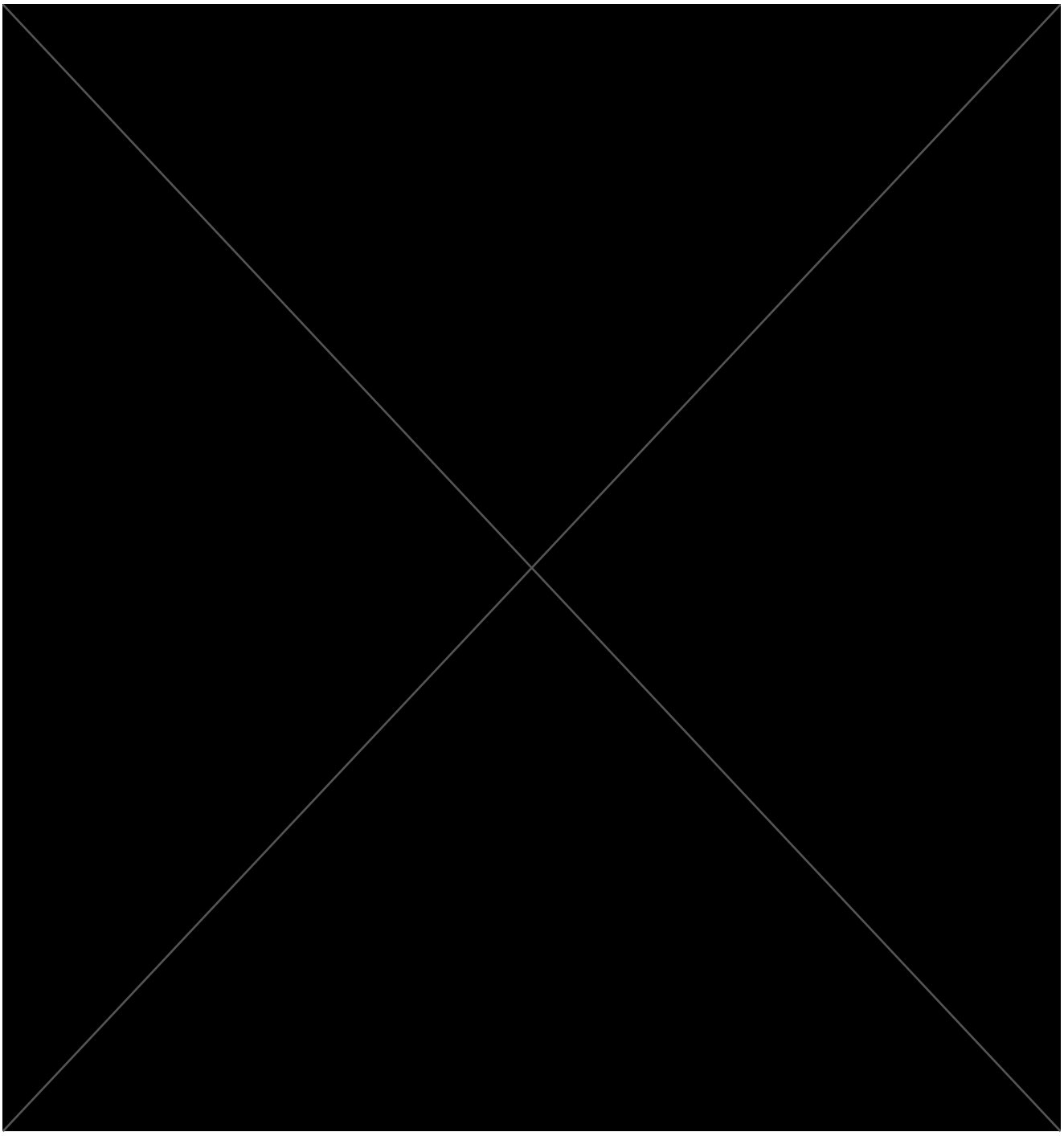




School Site Specific Considerations







School Safety Plan
Magnolia Science Academy 5
MAGNOLIA PUBLIC SCHOOLS

Ali Kaplan, Principal
18238 Sherman Way,
Reseda, CA 91335
(818) 705-5676
akaplan@magnoliapublicschools.org

A meeting for public input was held on December 6, 2024

Plan Revised January 24, 2025

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 13, 2025

This document is available for public inspection during regular business hours at 8 am - 4:30pm.

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-5
School Safety Plan
2025-2026

The undersigned members of the MSA 5 Parent Advisory Committee certifies that it has reviewed and participated in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]		

Parent Advisory Committee/Safety Planning

Name	Title	Contact Email
Ali Kaplan	Principal	akaplan@magnoliapublicschools.org
Vanessa Ornelas	Dean of Students	vaornelas@magnoliapublicschools.org
Kemal Fazla	Assistant Principal	kfazla@magnoliapublicschools.org
Fatima Mendez	Classified -	fmendez@magnoliapublicschools.org
Maria De La Rosa	Parent	[redacted]
Gasia Chaparro	Parent	
Hidolina Ramirez	Parent	
Greg Kender	Teacher	gkender@magnoliapublicschools.org
Leslie Brown	Teacher	lbrown@magnoliapublicschools.org
Gabriela Lemus	Student	[redacted]

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.

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

Assessment of Data

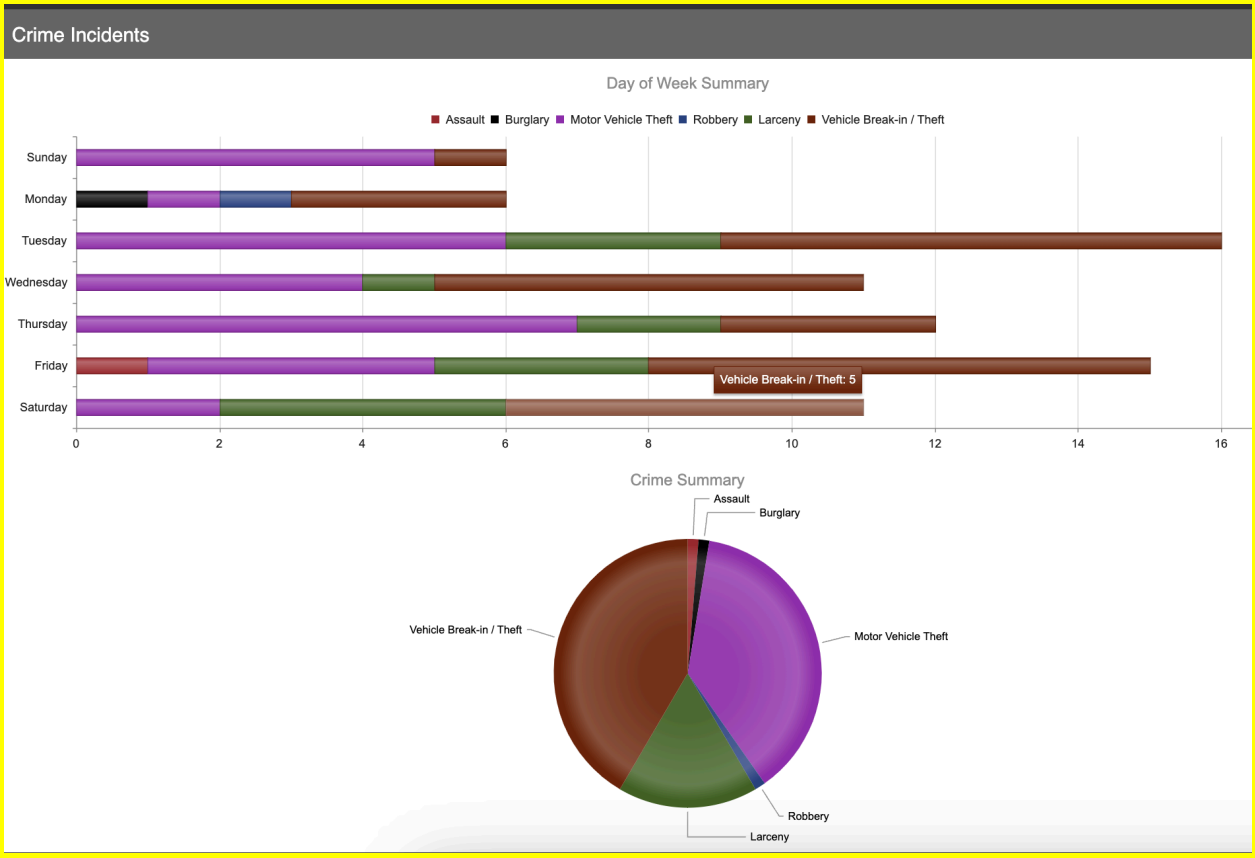
Local Crime Data

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 91355 from 5/2024 to 11/2024:

Type	Number
Total Crimes during time period	77
Top #1	Vehicle Break - in
#2	Motor Vehicle Theft
#3	Larceny

INSERT DATA GRAPHIC



This data is represented by the following graphic pulled from source website:
https://crimemapping.com/map/location/90201,%20Bell,%20CA,%20USA?id=dHA9MCN0dj02NTEyODNhZSNsb2M9MTE2NTYwNiNsbmc9NTUjcGw9NjY3MDg0I2xicz0xNDo0MTMxMjkwI2xuPUVhZ2xlTG9jYXRvcg==

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on January 24, 2025 The following data was reviewed:

	2021-22	2022-23	2023-24	Currently as of January 24, 2025
Suspension Data Out-of-School	2	3	4	4
Suspension Data In-School	0	0	0	1
Expulsion Data	0	0	0	0
Office Discipline Referrals ODRs	N/A	N/A	N/A	51
Average Daily Attendance (ADA) Rate	89.26%	90.6%	91.93%	92% (199.83)
Chronic Absenteeism Rate	35.0%	35.1%	30%	26%
Graduation Rate	100%	TBD	100%	100%

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, 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: Educational Partner Surveys

Component 2: Goal#2

Goal(s): All staff members will monitor students' emotional well being.

- Objective: Annually, the school will provide access to emotional counseling services to students.
- Related Activities: Review monthly behavior data and analyze SEL survey results.
- Resources needed: PBIS Rewards and Panorama surveys.
- Person(s) responsible for implementation: Designated Administrator & PBIS Team
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

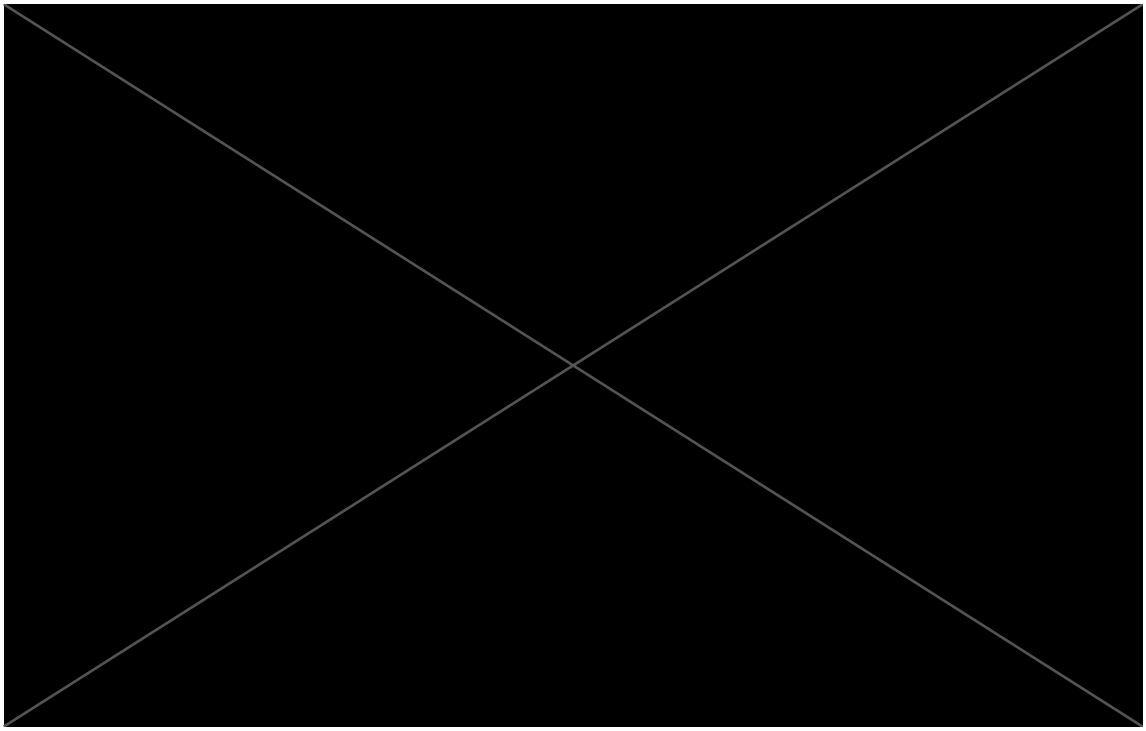
Component 3: Goal#3

Goal(s): All PBIS team members will be trained in restorative justice circles in order to maintain a safe and respectful learning environment.

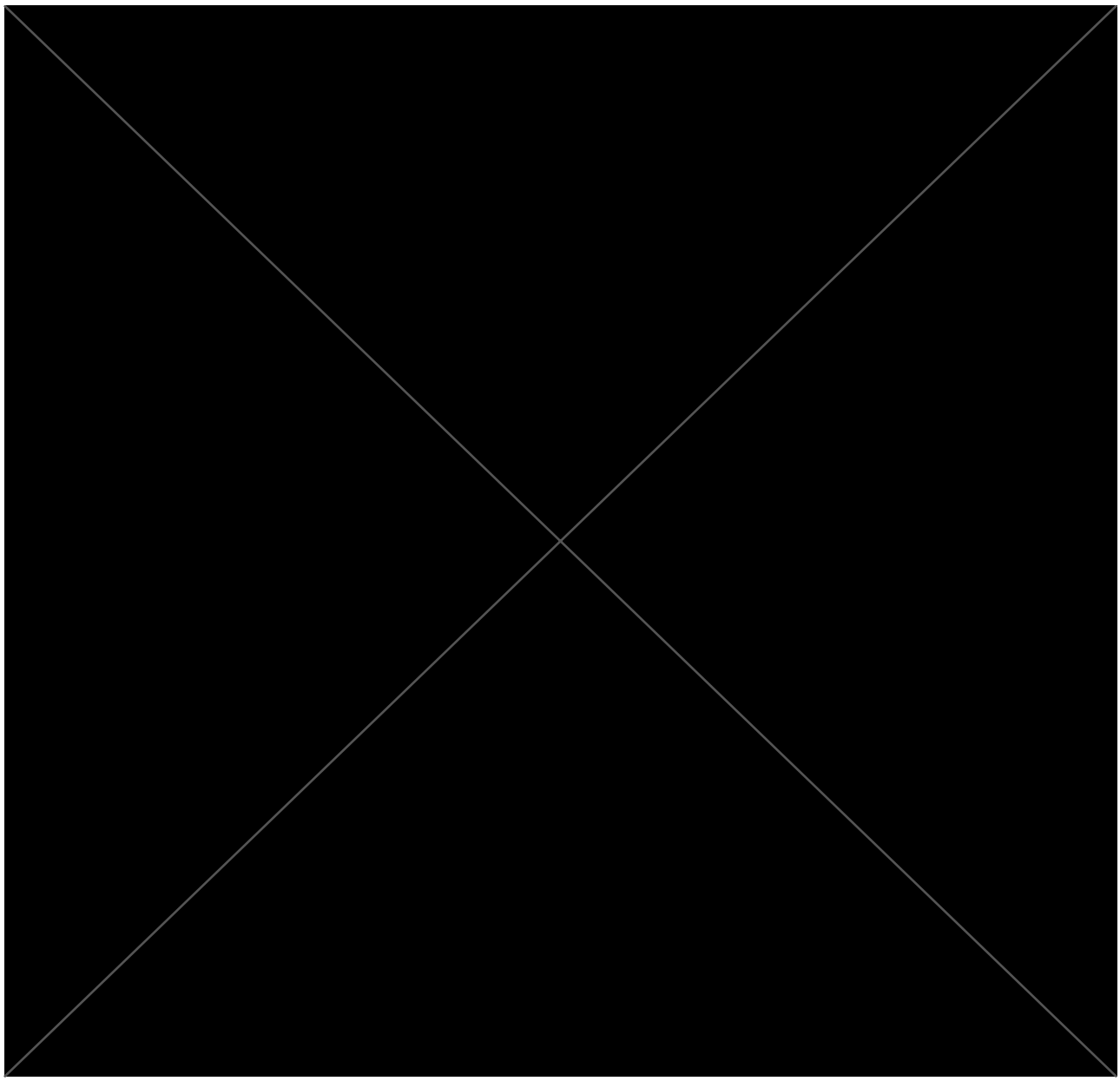
- Objective: All PBIS team members will receive restorative justice/community circle training.
- Related Activities: Professional development
- Resources needed: Training resource provided by the Los Angeles County of Education.
- Person(s) responsible for implementation: Designated Administrator & PBIS Team
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Behavior data on Infinite Campus

School Maps

Facilities Map



Emergency Map



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:

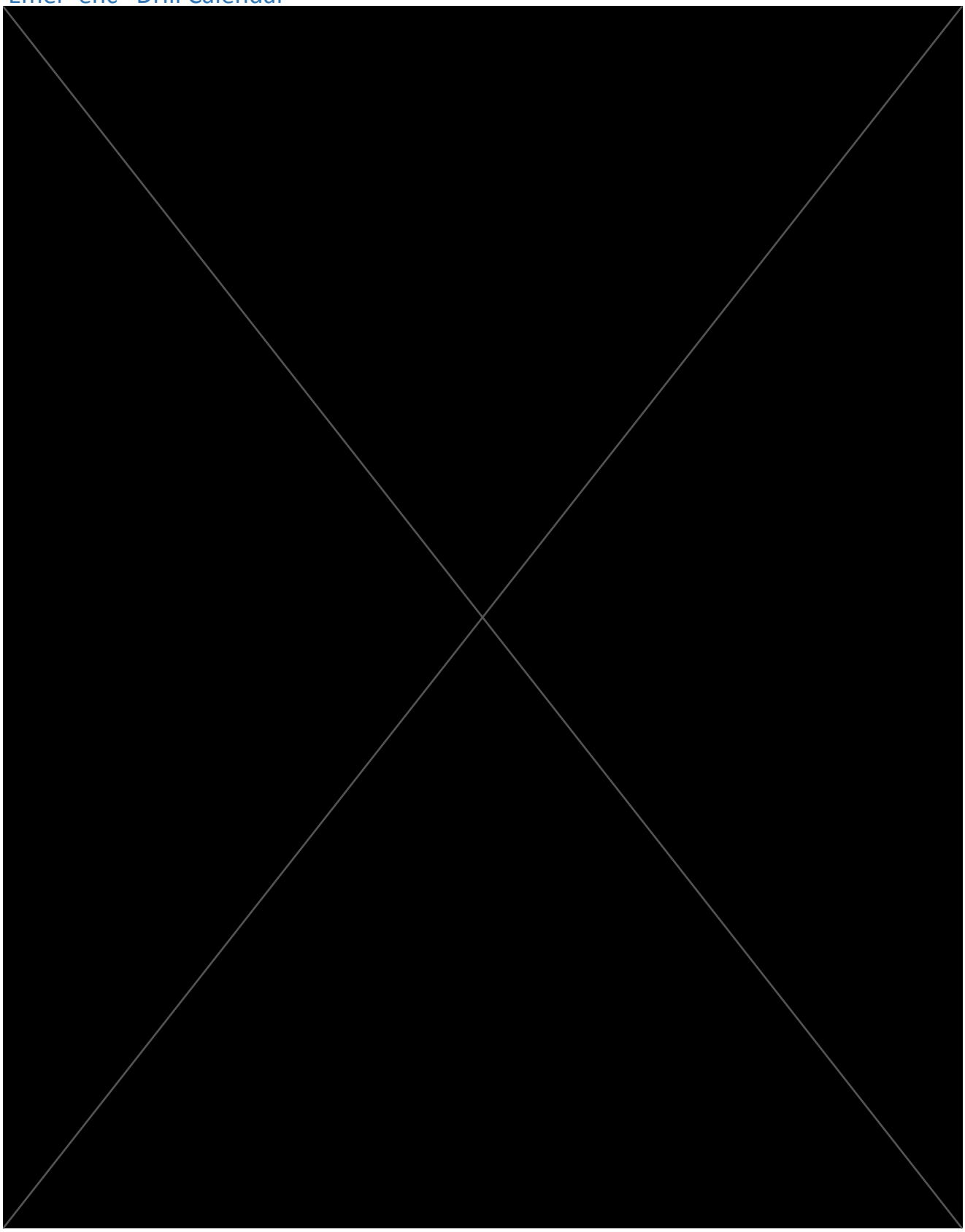
Emergency Drill Evaluation

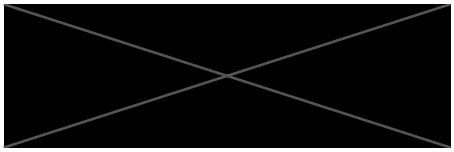
MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emer enc Drill Calendar





PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

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

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.

- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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 and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to 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.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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 and Forms | County of Orange Social Services Agency
- 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).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
   - Report and sign in at the office.

- Be provided with a visitor's badge.
- Be prepared to provide identification to school personnel.
- Respect school rules.

3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communcaiton. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.

- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

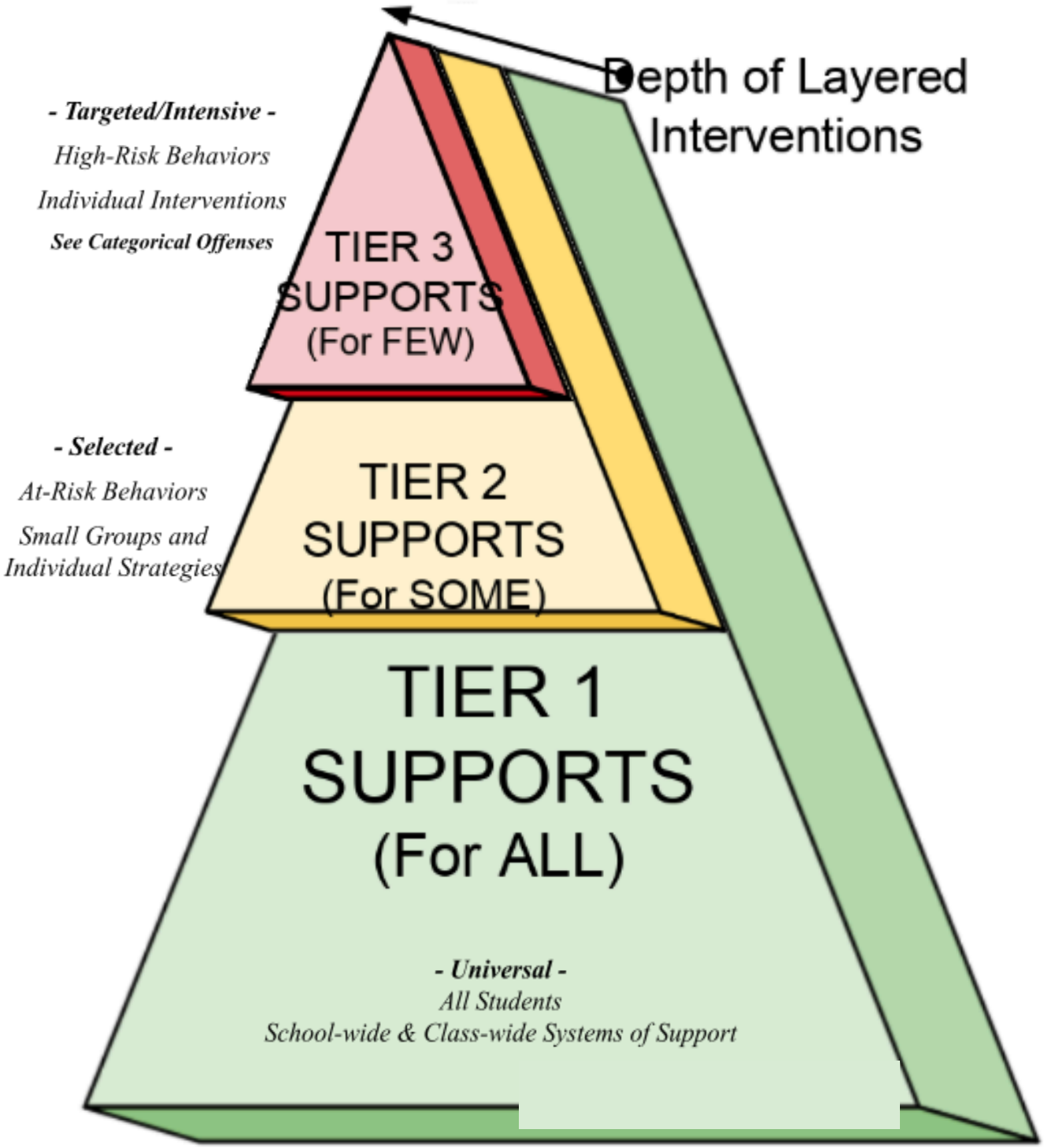
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family, and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

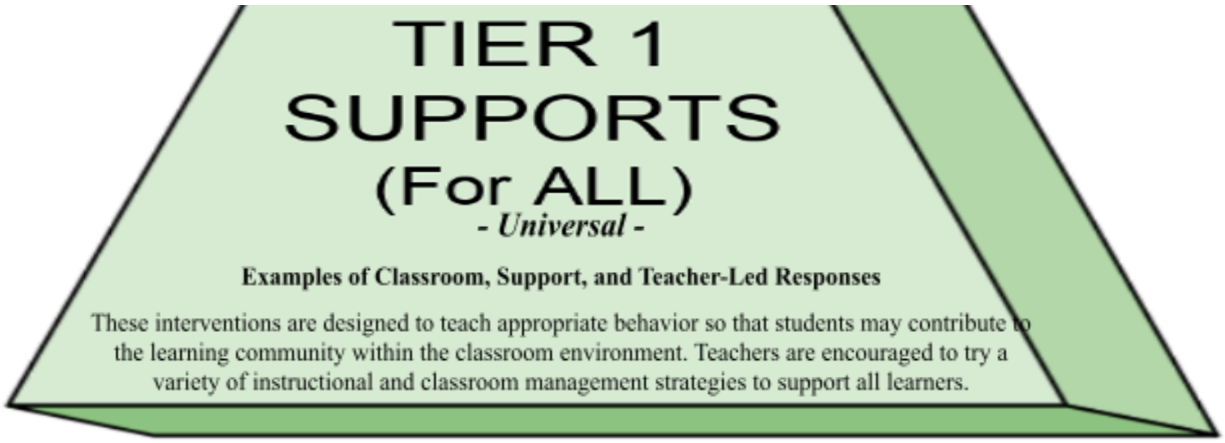
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each 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, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

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 and causes a substantial disruption to the normal operation of the School. 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 causes a substantial disruption to the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of students to lawful student expression, as outlined in the “MPS Student Freedom of Speech/Expression Policy” available in the office of each MPS school.

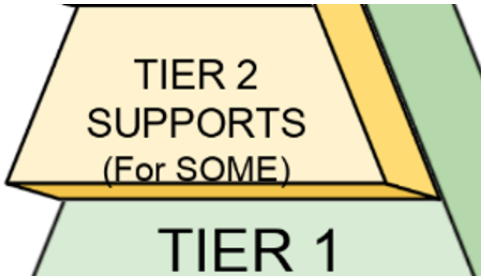
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• 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	✔ 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

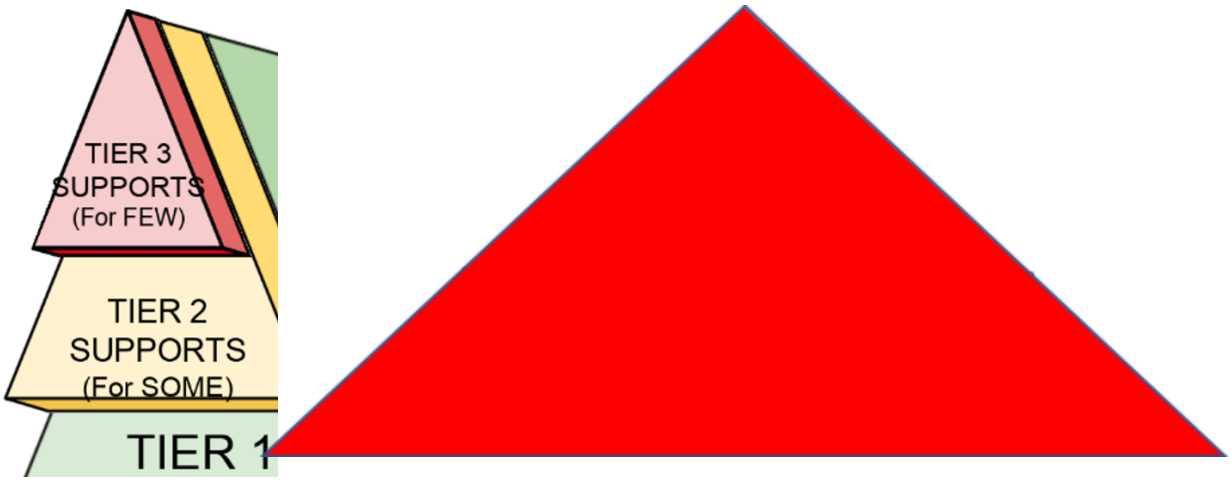


- Selected -

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
• 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	✔ 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
• 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	✔ 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

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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 school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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.

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

MPS school staff has committed itself to encouraging and supporting 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 in 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.

Alternatives to Suspension and/or Expulsion

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The 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 school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and the progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS 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 reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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.

Grounds for Suspension and Expulsion of Students

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: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
(d) An act of cyber sexual bullying.
(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

   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 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 the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). 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/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator 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 of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 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.

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

   In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. **Suspension Appeals**

   Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made in writing 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 of at least one school administrator (serves as procedural advisor), 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 and will be delivered to the parent/guardian in a written response. 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.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

It is preferable 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. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

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 or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian 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 the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MPS' 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 and/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.

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of 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 recommendation 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 Administrative 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 expelled 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 their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense 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 with MPS
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

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

Expulsion Appeals

In order 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 being informed 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 fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and MPS. That decision shall be final.

Interim Placement

MPS shall be responsible for the appropriate interim placement of students during and pending the completion of the MPS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA/District**
   The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to

others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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 winfully 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

Title IX

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[1] MPS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in MPS's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by MPS to provide an aid, benefit, or service under MPS's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from MPS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

[1] MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

    - The degree to which the conduct affected the complainant's ability to access MPS's education program or activity;
    - The type, frequency, and duration of the conduct;
    - The parties' ages, roles within MPS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
    - The location of the conduct and the context in which the conduct occurred; and
    - Other sex-based harassment in MPS's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
    - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
    - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
        - The length of the relationship;
        - The type of relationship; and
        - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
    - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
    - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
    - Shares a child in common with the victim; or
    - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
    - Fear for the person's safety or the safety of others; or
    - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
    - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, 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 or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) MPS's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to MPS that objectively can be understood as a request for MPS to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of MPS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom MPS has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated MPS's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to MPS's education program or activity, including measures that are designed to protect the safety of the parties or MPS's educational environment; or (2) provide support during MPS's grievance procedures or during an informal resolution process.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure MPS's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes MPS from requiring an employee or other person authorized by MPS to provide aid, benefit, or service under MPS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at MPS, if any, can be found on the MPS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether MPS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents MPS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing,

or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or MPS's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the predetermined complaint officer for the MPS Board:

Fiorella Del Carpio

Chief People Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

fdelcarpio@magnoliapublicschools.org

The appeal decision maker, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of MPS's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;

- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by MPS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. MPS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

MPS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in MPS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

MPS allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

MPS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to

witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.[2] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, MPS will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

MPS may dismiss a complaint if:

- MPS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in MPS's education program or activity and is not employed by MPS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and MPS determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- MPS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, MPS will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

[2] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable MPS policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the
  date(s) and location(s) of the alleged incident(s), to the extent that information is available to MPS;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if MPS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by MPS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless MPS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone
  other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to
  prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

MPS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find MPS's determination unsatisfactory, the party may, within five (5) business days of notice of MPS's determination, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or
notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by MPS including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

No party, witness, or other person participating in MPS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on MPS's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

MPS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the MPS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and

- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to MPS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of MPS's obligations under:
    - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
    - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide MPS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any MPS leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

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 employees,

Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing MPS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions MPS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. MPS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

MAGNOLIA PUBLIC SCHOOLS
TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4853-7361-5053, v. 1

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[3]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[3] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [4] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[4] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodations for Pregnant and Parenting Pupils;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development;
    - Compensatory Education;
    - Consolidated Application;
    - Course Periods without Educational Content;
    - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
    - Every Student Succeeds Act;
    - Local Control & Accountability Plans (LCAP)/LCFF;
    - Migrant Education;
    - Physical Education Instructional Minutes;
    - Pupil Fees;
    - Reasonable Accommodations to a Lactating Pupil;
    - Regional Occupational Centers and Programs;
    - School Plans for School Achievement;
    - School Safety Plans;
    - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

> California Department of Education
> 1430 N Street
> Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

Professional Boundaries: 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 Suspected 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- 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.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- 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 ex ercised 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.

Dress Code/Uniforms

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. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **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 you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
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. 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.

<u>Undergarments</u>
All undergarments, including bras, boxer shorts, etc., should not be visible
<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or 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 shirt may not hang out of sleeves.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath 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 collar of 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 undo 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.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school’s administration
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based

resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake
- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt

reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.

- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.

- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.

- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.

- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The

collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.

- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:
- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:
- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:
- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:
- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: akaplan@magnoliapublicschools.org; (818) 705 - 5676. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other

important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

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 the 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.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or 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 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

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 or designee.

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 were taken by the school.

- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time
1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:
- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

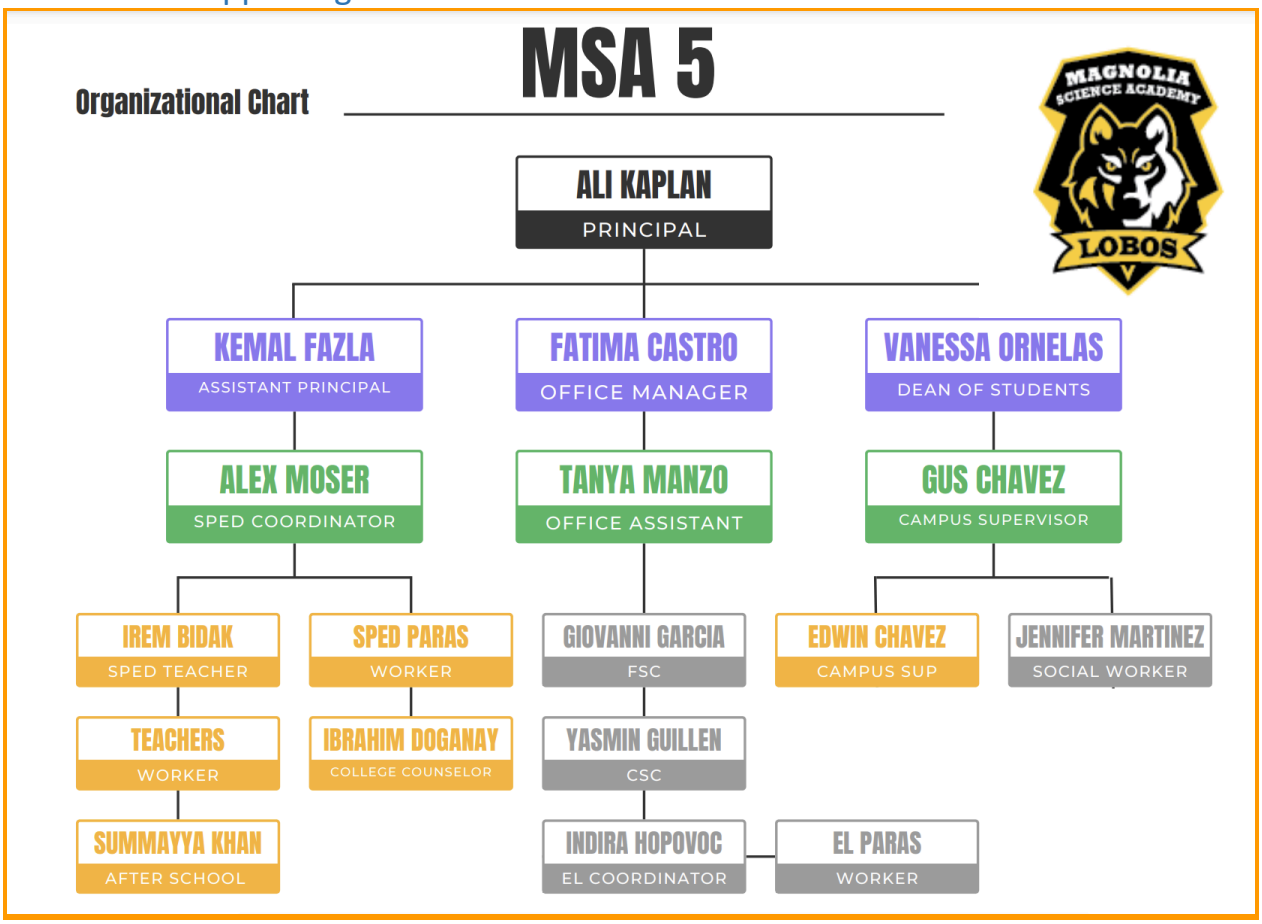
Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents



Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

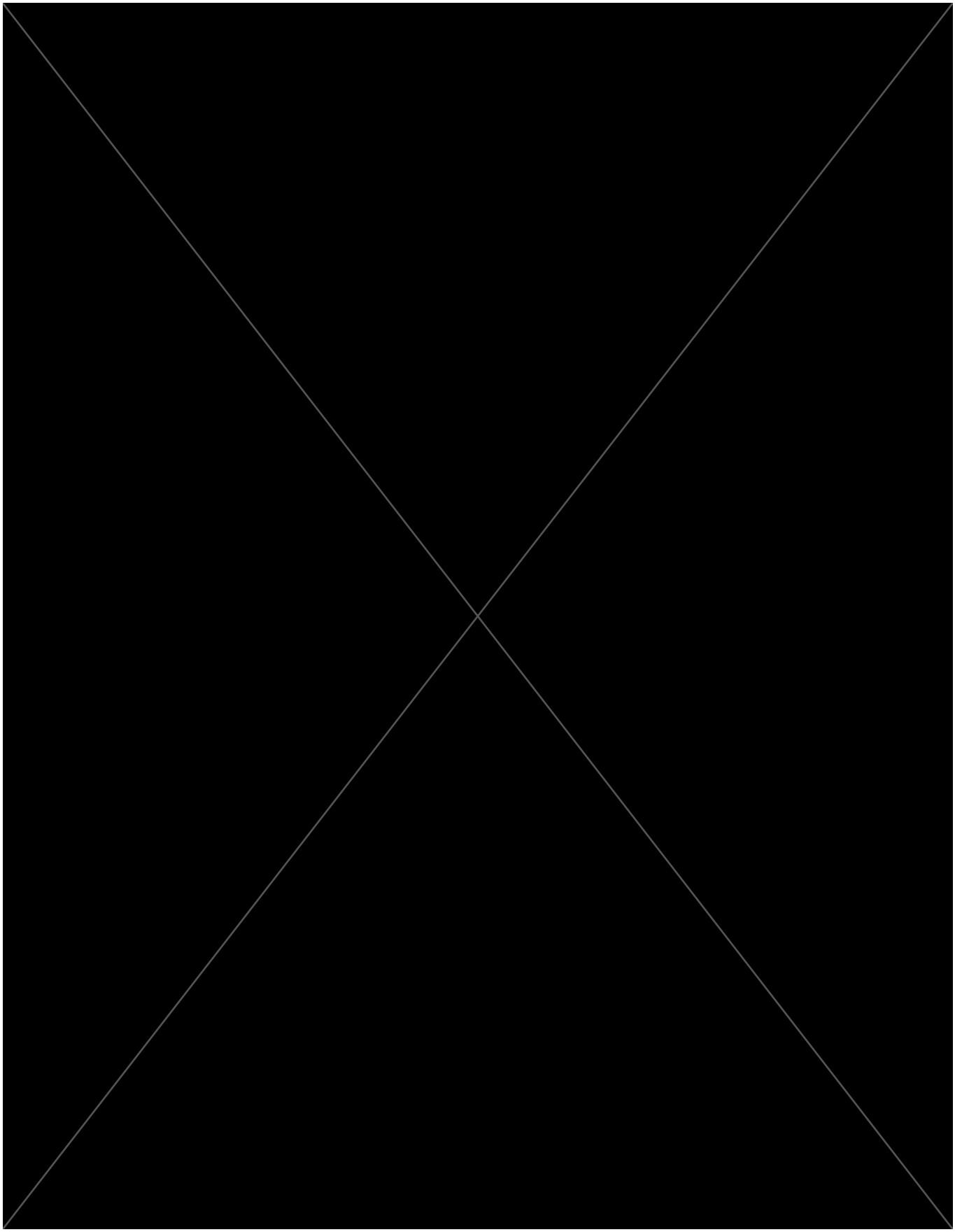
Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

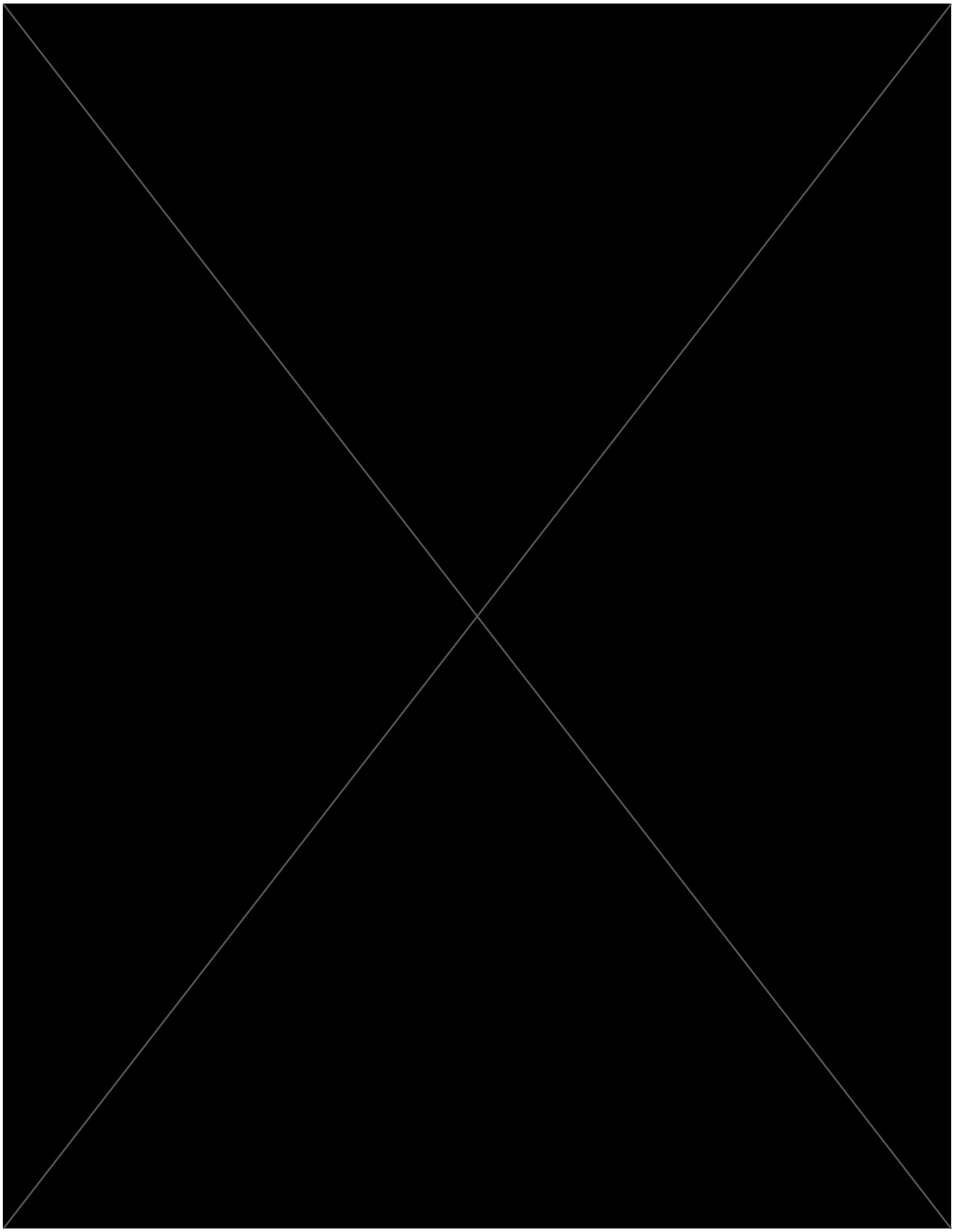
Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

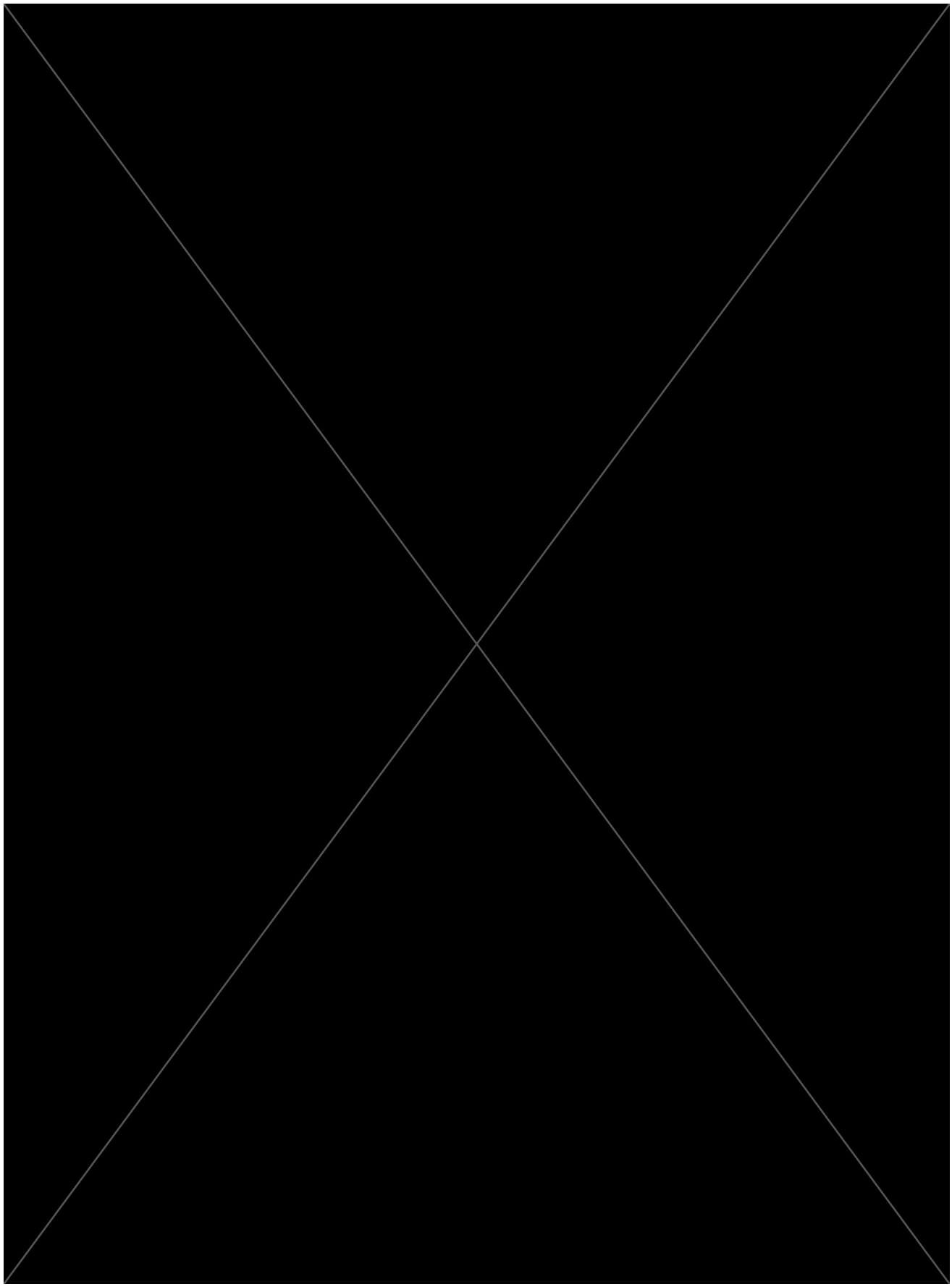
Safe School Plan Quick Reference Guide

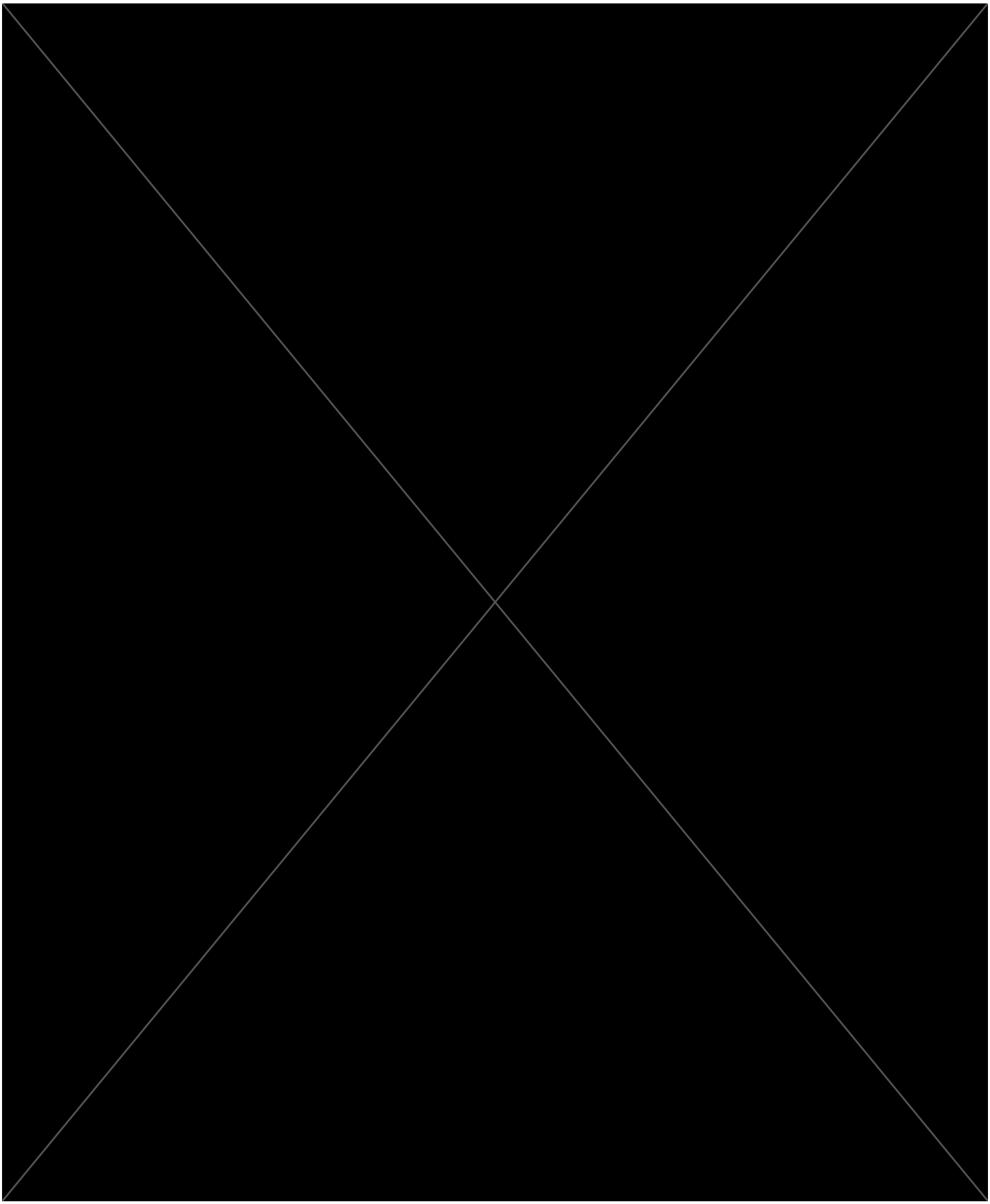
Magnolia Science Academy 5
MAGNOLIA PUBLIC SCHOOLS

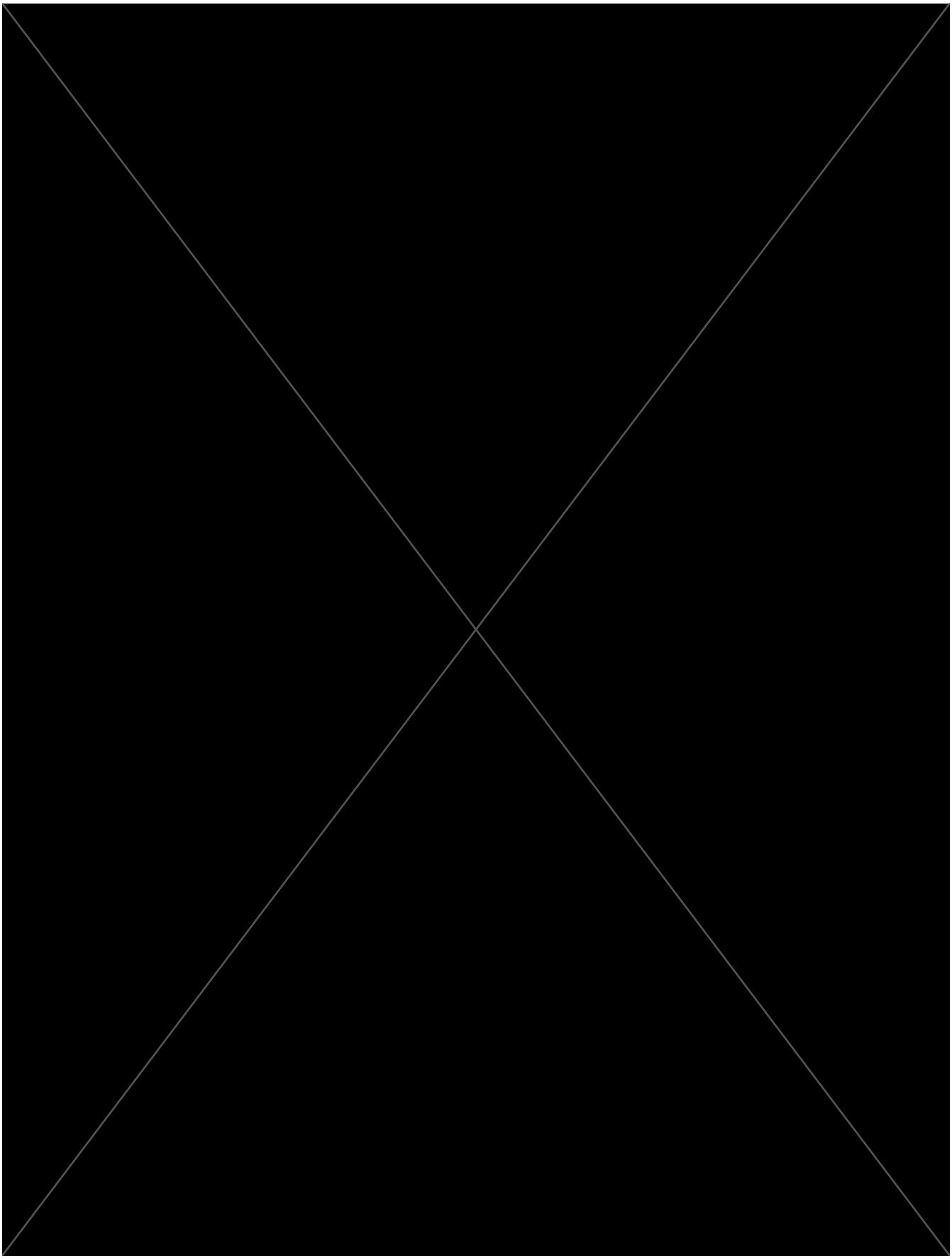
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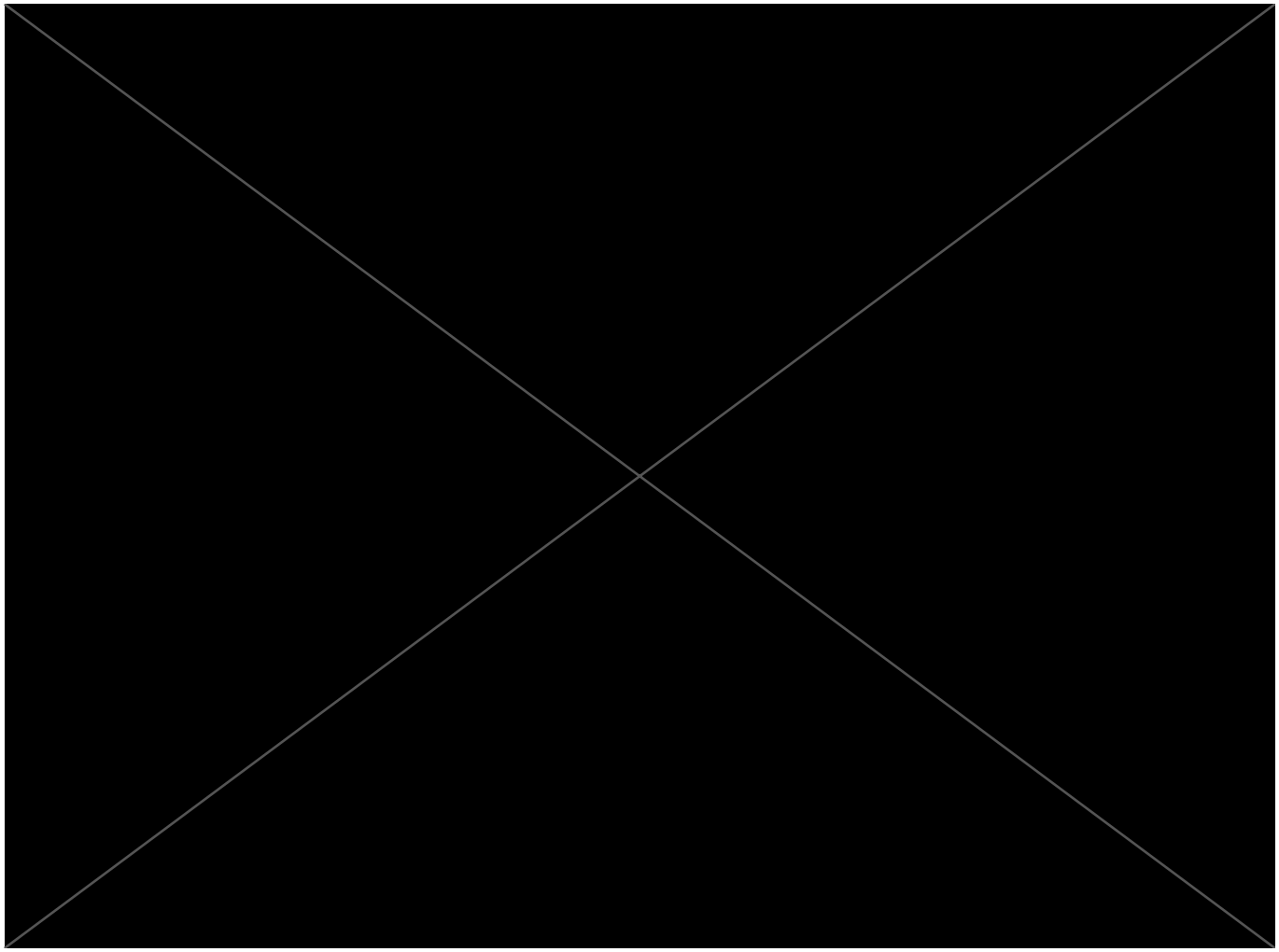












School Safety Plan

Magnolia Science Academy 6
MAGNOLIA PUBLIC SCHOOLS

James Choe, Principal
745 S. Wilton Ave, Los Angeles, CA 90005
(310) 842-8555
jchoe@magnoliapublicschools.org

A meeting for public input was held on December 13, 2024

Plan Revised December 13, 2024

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 13, 2025

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 6
School Safety Plan
2025-2026

Magnolia Science Academy 6’s Parent Advisory Committee certifies that it has reviewed and participated in the development of the following School Safety Plan.

Parent Advisory Committee Member Certification Signatures:

Name	Agency	Contact Information
[redacted]		

Parent Advisory Committee/Safety Planning

Name	Title	Contact Email	Signature
James Choe	Principal	jchoe@magnoliapublicschools.org	
Jacob Theis	Assistant Principal	jtheis@magnoliapublicschools.org	
Ebonee Mackey	Certificated - Teacher	emackey@magnoliapublicschools.org	
Claudia Gardner	Classified - CSC	cclopez@magnoliapuiblicschools.org	
Monica Gonzales	PAC Co-President	[redacted]	
Nancy Solarzano	PAC Co-President	[redacted]	
Virginia Parks	PAC Vice President	[redacted]	
Jose Martinez	PAC Treasurer	[redacted]	

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.

About our School as a Safe Place to Learn

What is the vision of a school that is a safe place to learn? What does the parent advisory committee want the school to look like?

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

Assessment of Data

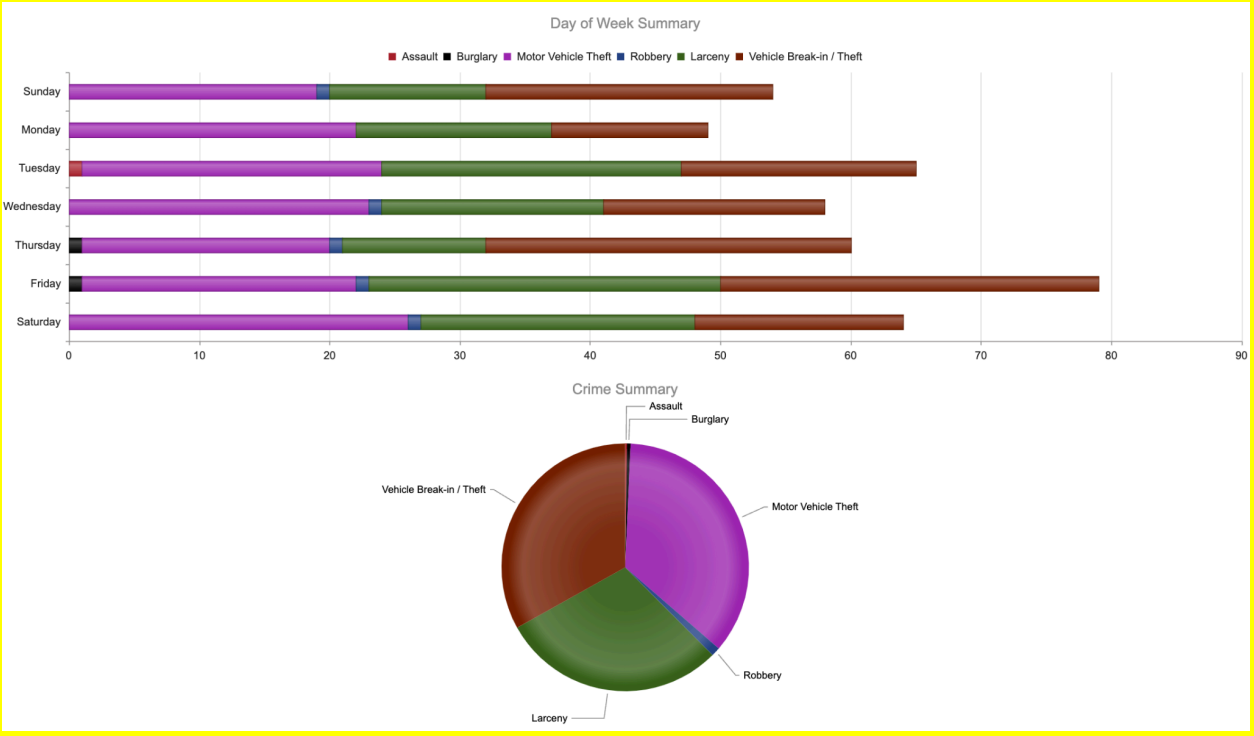
Local Crime Data

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 90005 from 5/2024 to 11/2024:

Type	Number
Total Crimes during time period	429
#1: Motor Vehicle Theft	153
#2: Vehicle Break In / Theft	142
#3: Larceny	126

Local Area Crime Statistics



This data is represented by the following graphic pulled from source website:
https://crimemapping.com/map/location/90201,%20Bell,%20CA,%20USA?id=dHA9MCN0dj02NTEyODNhZSNsb2M9MTE2NTYwNiNsbmc9NTUjcGw9NjY3MDg0I2xicz0xNDo0MTMxMjkwI2xuPUVhZ2xlTG9jYXRvcg==

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on December 1, 2024. The following data was reviewed:

	2021-22	2022-23	2023-24	Currently as of 12/1/2024
Suspension Data Out-of-School	1	1	8	4
Suspension Data In-School	0	3	1	0
Expulsion Data	0%	0%	0%	0%
Office Discipline Referrals ODRs	17	12	11	11
Average Daily Attendance (ADA) Rate	78.9	85.49	105.81	127.32
Chronic Absenteeism Rate	33%	32%	20.1%	12.4%
Graduation Rate	N/A	N/A	N/A	N/A

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, 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: Educational Partner Surveys

Component 2: Decrease Suspension Rate

Goal(s): MSA 6 will reduce the number of in-school and out-of-school suspensions to meet the desired outcome goal of 2.5% or less as stated in LCAP Goal 4.1.

- Objective: Suspend no more than 2.5% of the school population.
- Related Activities: Professional development for Tier 1 and Tier 2 behavior interventions, continue MTSS certification processes for employees, implement SSPT's more frequently based on detention log data.
- Resources needed: PD materials for tier 1 and 2 interventions.
- Person(s) responsible for implementation: PBIS team, Student Services lead.
- Budget: Refer to school's annual budget.
- Evaluation guidelines: CA School Dashboard and LCAP data.

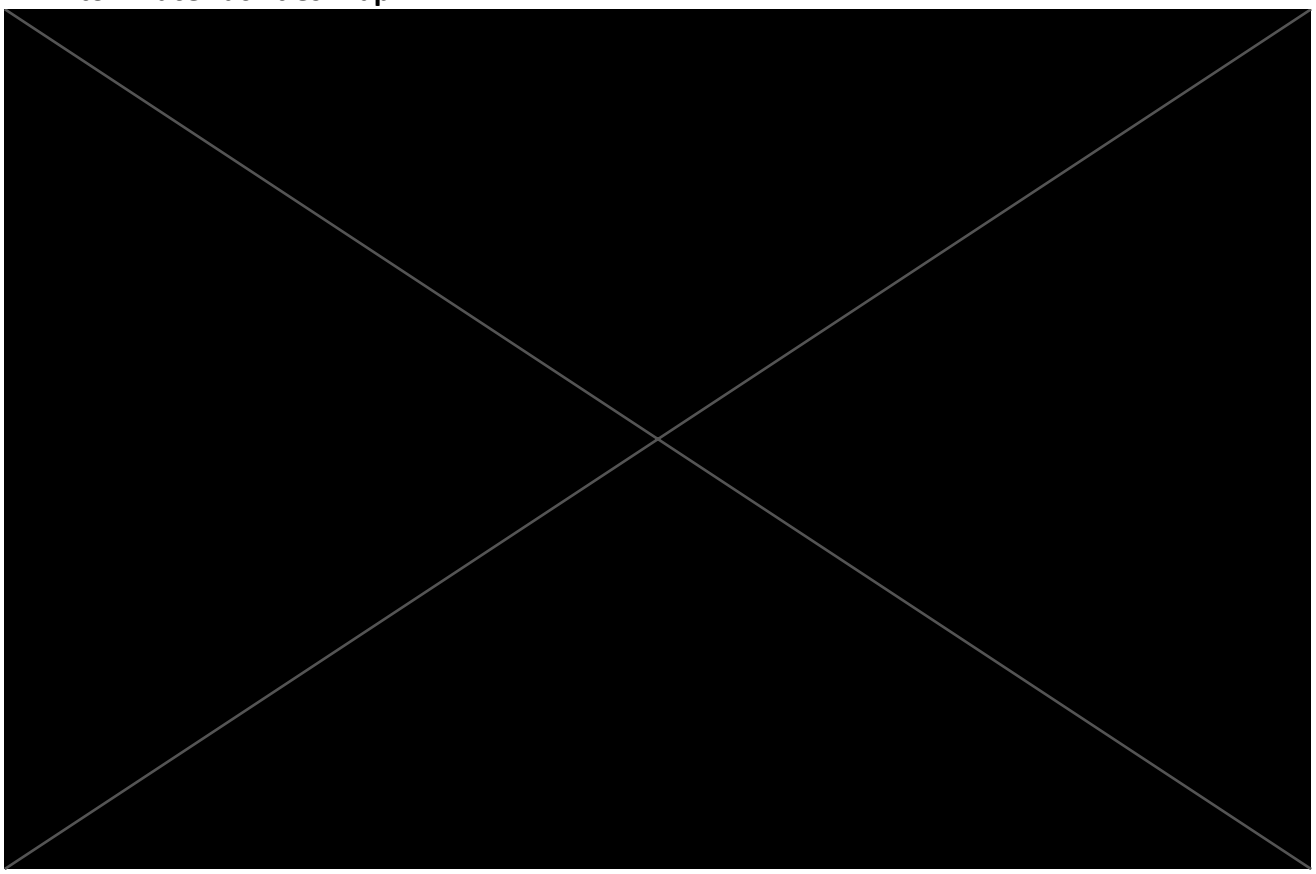
Component 3: Decrease Chronic Absenteeism

Goal(s): MSA 6 will decrease the number of students that are chronically absent to meet the desired outcome of less than 20% as per LCAP Goal 4.6.

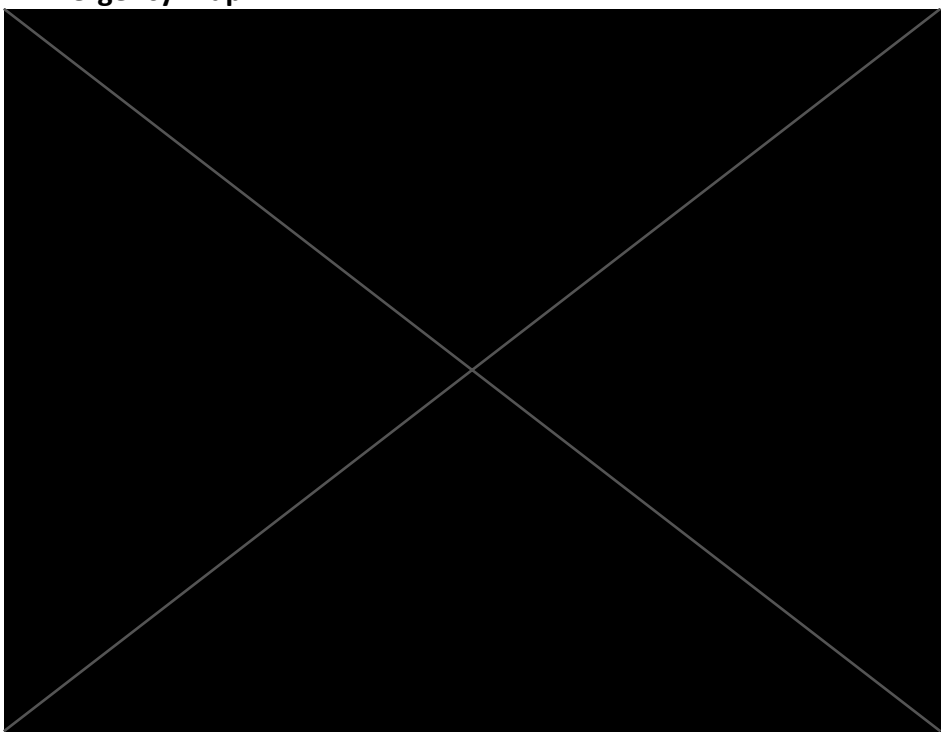
- Objective: Reduce chronic absenteeism rate to below 20%
- Related Activities: Attendance incentive program through raffles and quarterly recognition, attendance letters and meetings with fidelity, consistent communication with families, informational session on parent meetings regarding attendance.
- Resources needed: PBIS donations for incentives.
- Person(s) responsible for implementation: Attendance team, Family Success Coordinator, Student Services Lead
- Budget: Refer to school's annual budget.
- Evaluation guidelines: CA School Dashboard and LCAP Data

School Maps

Wilton Place Facilities Map



Emergency Map



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:**

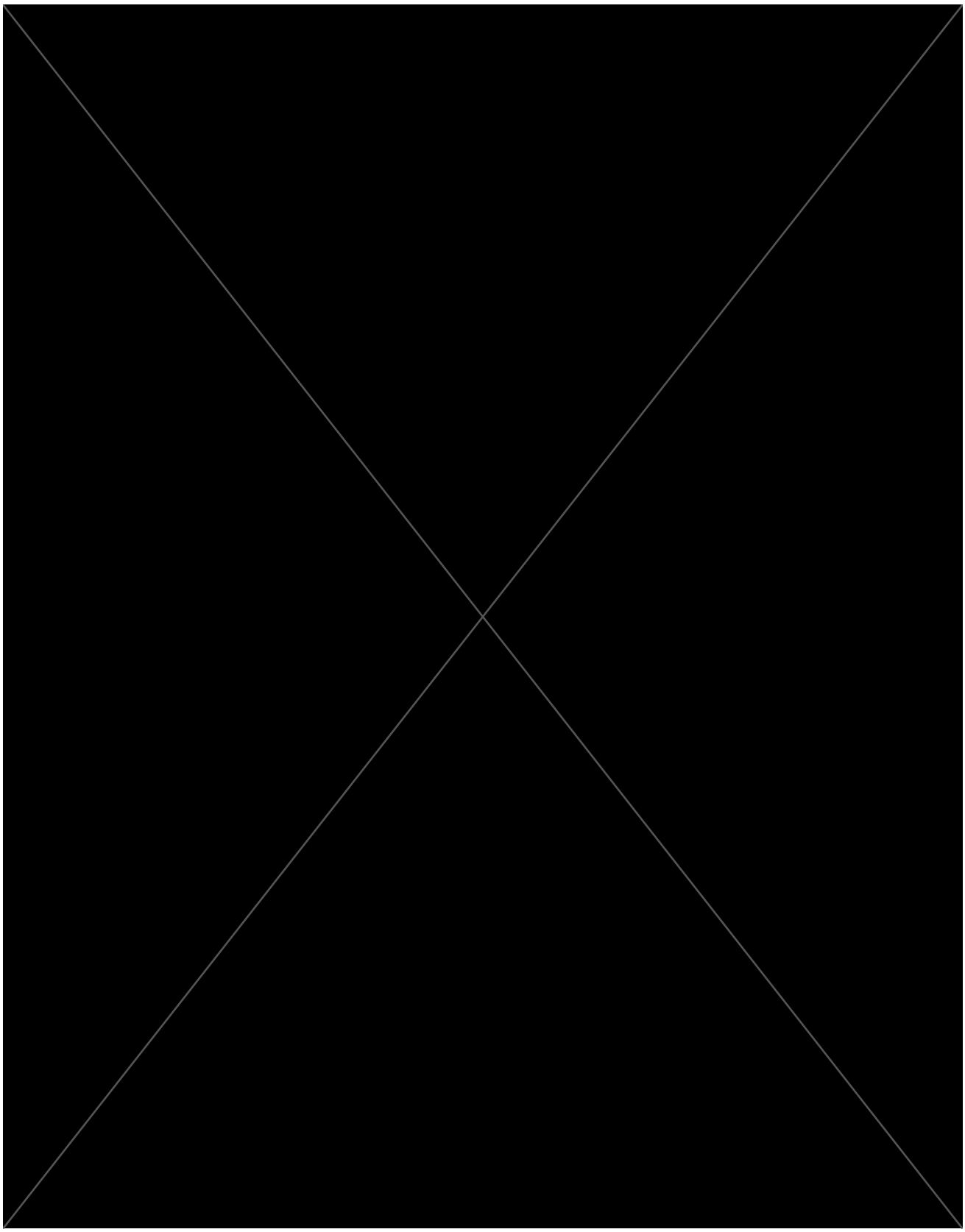
Emergency Drill Evaluation

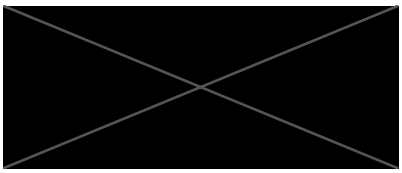
MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar





PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

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

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.

- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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 and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to 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.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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 and Forms | County of Orange Social Services Agency
- 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).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
   - Report and sign in at the office.

- Be provided with a visitor's badge.
- Be prepared to provide identification to school personnel.
- Respect school rules.

3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communcaiton. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.

- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

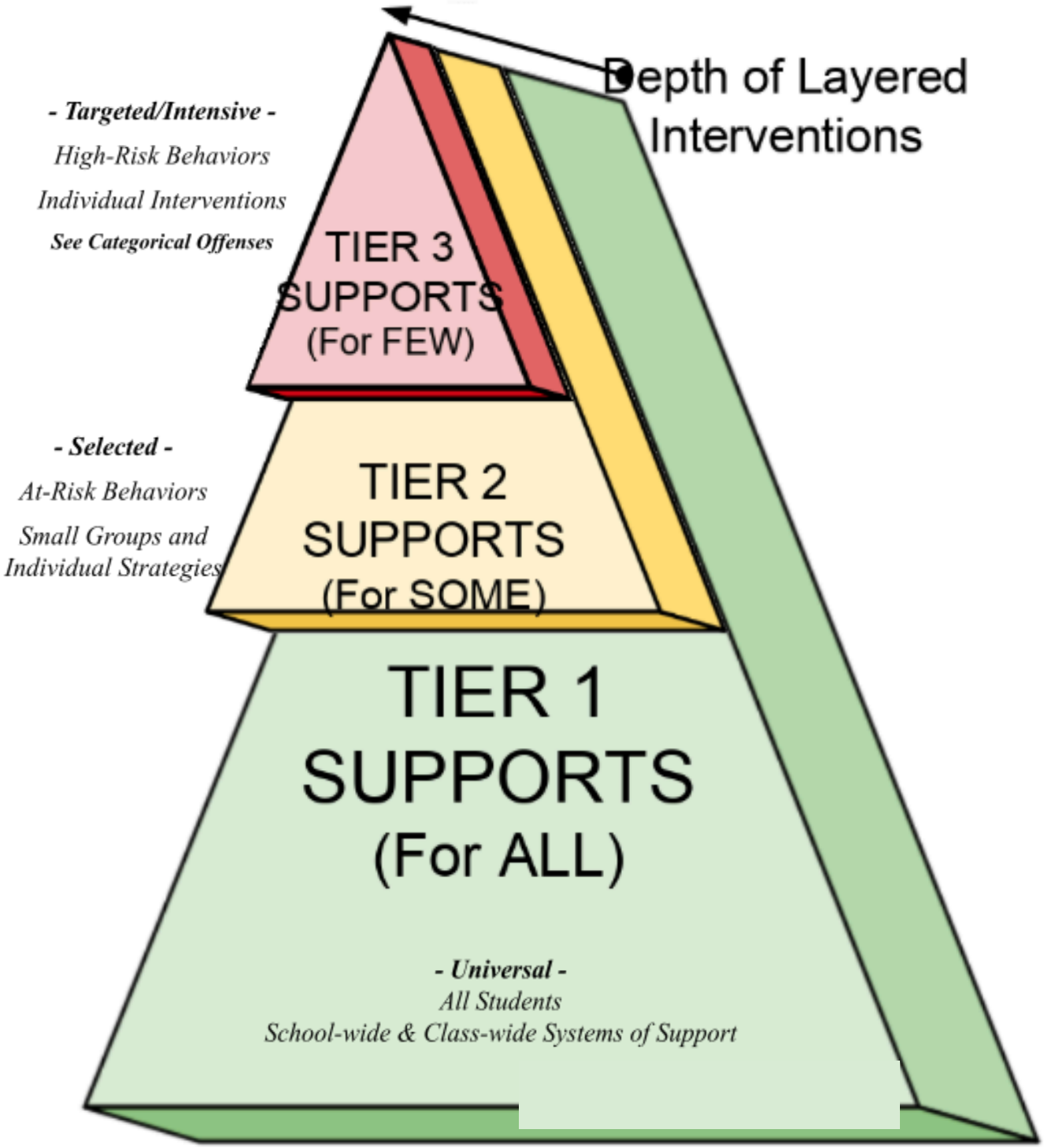
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family, and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

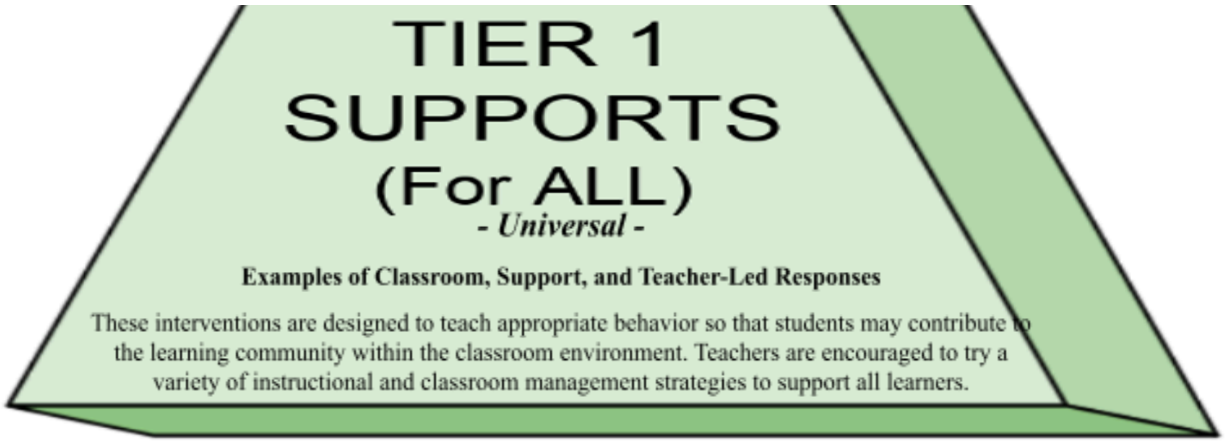
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each 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, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

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 and causes a substantial disruption to the normal operation of the School. 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 causes a substantial disruption to the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of students to lawful student expression, as outlined in the “MPS Student Freedom of Speech/Expression Policy” available in the office of each MPS school.

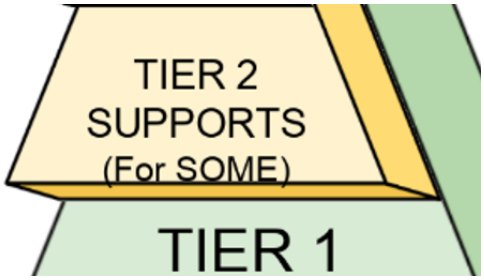
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• 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	✔ 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

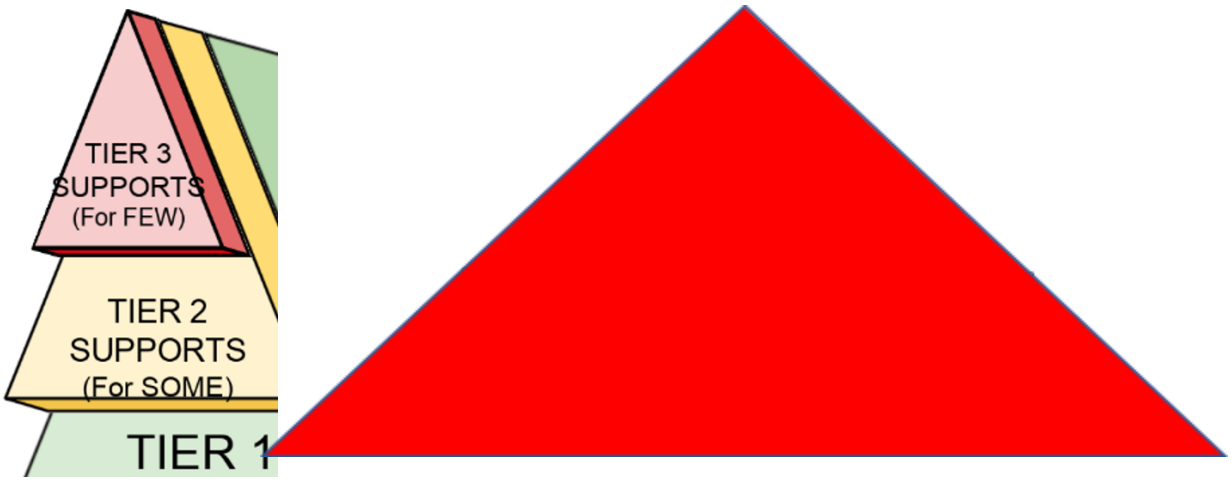


- Selected -

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
• 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	✔ 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
• 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	✔ 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

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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 school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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.

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

MPS school staff has committed itself to encouraging and supporting 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 in 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.

Alternatives to Suspension and/or Expulsion

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The 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 school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and the progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS 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 reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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.

Grounds for Suspension and Expulsion of Students

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: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
(d) An act of cyber sexual bullying.
(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

   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 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 the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). 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/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator 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 of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 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.

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

   In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. **Suspension Appeals**

   Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made in writing 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 of at least one school administrator (serves as procedural advisor), 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 and will be delivered to the parent/guardian in a written response. 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.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

It is preferable 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. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

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 or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian 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 the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MPS' 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 and/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.

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of 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 recommendation 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 Administrative 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 expelled 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 their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense 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 with MPS
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

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

Expulsion Appeals

In order 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 being informed 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 fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and MPS. That decision shall be final.

Interim Placement

MPS shall be responsible for the appropriate interim placement of students during and pending the completion of the MPS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA/District**
   The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to

others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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 winfully 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

Title IX

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[1] MPS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in MPS's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by MPS to provide an aid, benefit, or service under MPS's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from MPS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

[1] MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

    - The degree to which the conduct affected the complainant's ability to access MPS's education program or activity;
    - The type, frequency, and duration of the conduct;
    - The parties' ages, roles within MPS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
    - The location of the conduct and the context in which the conduct occurred; and
    - Other sex-based harassment in MPS's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
    - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
    - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
        - The length of the relationship;
        - The type of relationship; and
        - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
    - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
    - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
    - Shares a child in common with the victim; or
    - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
    - Fear for the person's safety or the safety of others; or
    - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
    - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, 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 or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) MPS's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to MPS that objectively can be understood as a request for MPS to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of MPS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom MPS has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated MPS's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to MPS's education program or activity, including measures that are designed to protect the safety of the parties or MPS's educational environment; or (2) provide support during MPS's grievance procedures or during an informal resolution process.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure MPS's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes MPS from requiring an employee or other person authorized by MPS to provide aid, benefit, or service under MPS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at MPS, if any, can be found on the MPS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether MPS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents MPS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing,

or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or MPS's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the predetermined complaint officer for the MPS Board:

Fiorella Del Carpio

Chief People Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

fdelcarpio@magnoliapublicschools.org

The appeal decision maker, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of MPS's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;

- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by MPS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. MPS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

MPS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in MPS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

MPS allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

MPS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to

witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.[2] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, MPS will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

MPS may dismiss a complaint if:

- MPS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in MPS's education program or activity and is not employed by MPS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and MPS determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- MPS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, MPS will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

[2] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable MPS policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the
  date(s) and location(s) of the alleged incident(s), to the extent that information is available to MPS;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if MPS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by MPS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless MPS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone
  other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to
  prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

MPS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find MPS's determination unsatisfactory, the party may, within five (5) business days of notice of MPS's determination, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or
notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by MPS including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

No party, witness, or other person participating in MPS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on MPS's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

MPS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the MPS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and

- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to MPS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of MPS's obligations under:
    - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
    - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide MPS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any MPS leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

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 employees,

Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing MPS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions MPS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. MPS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

MAGNOLIA PUBLIC SCHOOLS
TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

<u>To be completed by MPS</u>:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4853-7361-5053, v. 1

Powered by BoardOnTrack

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[3]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[3] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [4] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[4] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodations for Pregnant and Parenting Pupils;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development;
    - Compensatory Education;
    - Consolidated Application;
    - Course Periods without Educational Content;
    - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
    - Every Student Succeeds Act;
    - Local Control & Accountability Plans (LCAP)/LCFF;
    - Migrant Education;
    - Physical Education Instructional Minutes;
    - Pupil Fees;
    - Reasonable Accommodations to a Lactating Pupil;
    - Regional Occupational Centers and Programs;
    - School Plans for School Achievement;
    - School Safety Plans;
    - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

> California Department of Education
> 1430 N Street
> Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

Professional Boundaries: 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 Suspected 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- 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.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- 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.

Dress Code/Uniforms

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. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **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 you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
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. 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.

<u>Undergarments</u>
All undergarments, including bras, boxer shorts, etc., should not be visible
<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or 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 shirt may not hang out of sleeves.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath 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 collar of 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 undo 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.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school’s administration
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based

resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt

reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.

- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.

- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.

- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.

- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The

collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.

- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:
- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:
- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:
- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:
- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: jchoe@magnoliapublicschools.org. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important

details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

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 the 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.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or 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 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

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 or designee.

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 were taken by the school.

- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time
1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:
- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

Building Resilience:

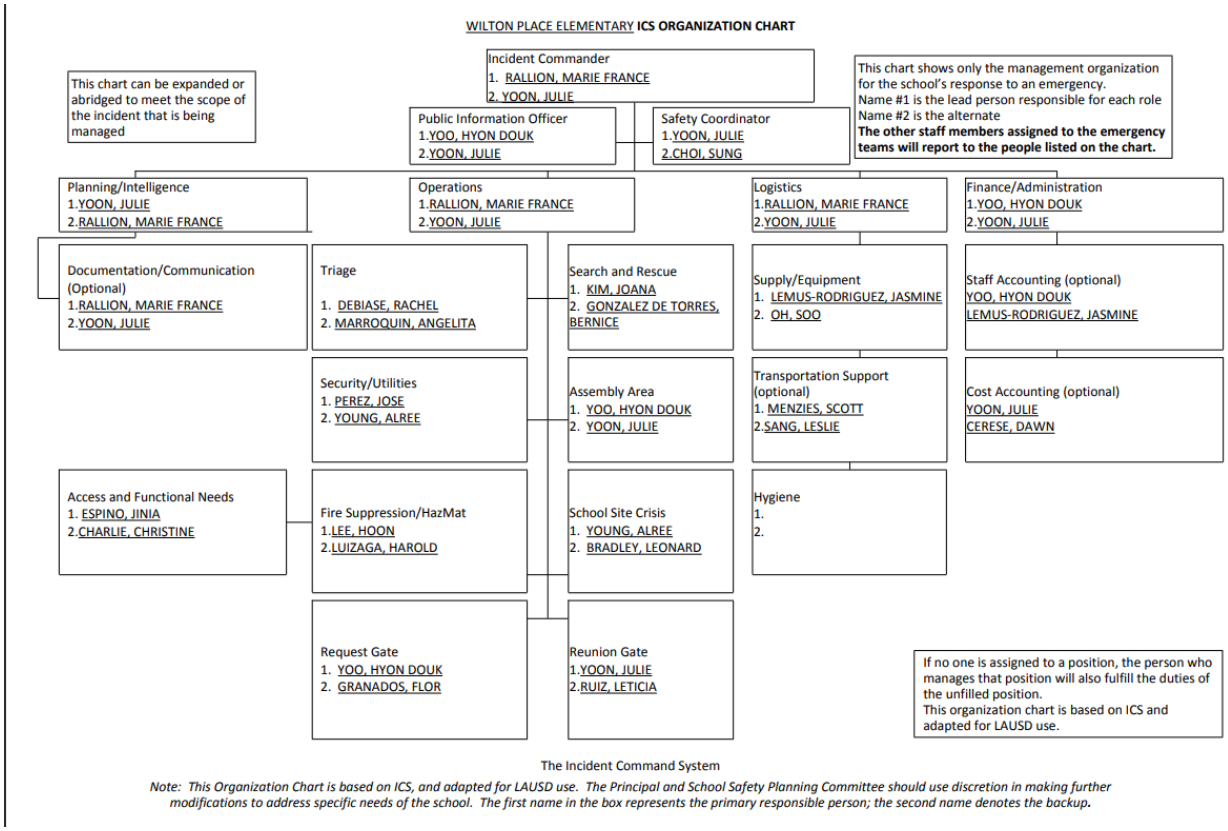
- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents

Org Chart of Command



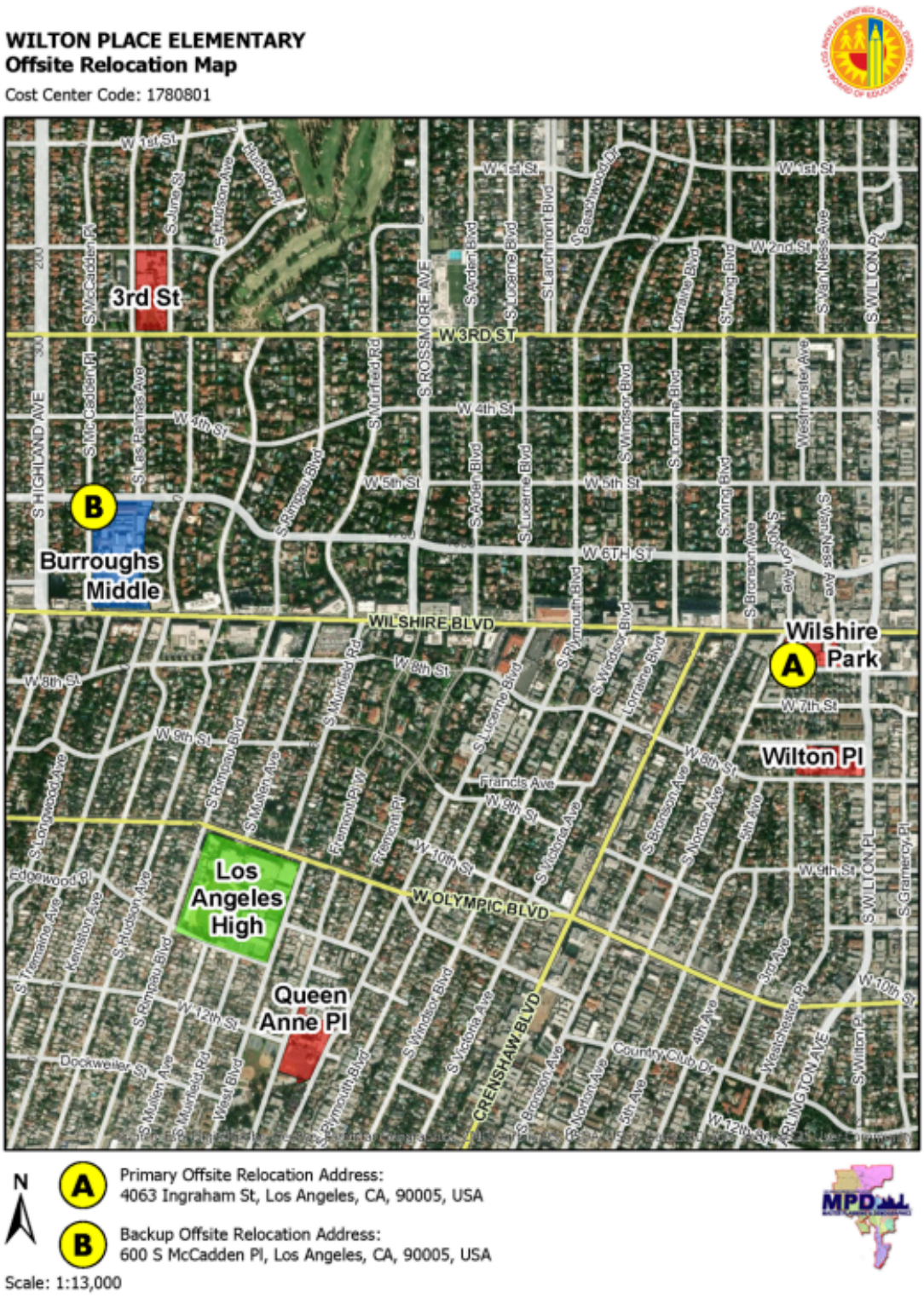
Wilton Emergency Contact List

3.21 School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:

TITLE	NAME	WORK NUMBER
Principal	RALLION, MARIE FRANCE	(213) 389-1181
Assistant Principal 1	YOON, JULIE	(213) 389-1181(213) 389-1181
Assistant Principal 2	YOUNG, ALREE	(323) 937-7223
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	YOO, HYON DOUK	(213) 389-1181
Cafeteria Manager	MEYER, MICHAEL	(323) 255-6511
Financial Manager	YOO, HYON DOUK	(213) 389-1181
Plant Manager	PEREZ, JOSE	(818) 340-6677
Custodian	ASHLEY, BRYANT	(323) 901-2433
Custodian Closest to Site	CABRALES PINEDA, ROBERTO	(213) 389-1181
First Person on Campus in AM	PEREZ, JOSE	(818) 340-6677
Last Person on Campus in PM	CABRALES PINEDA, ROBERTO	(213) 389-1181

Off Site Relocation Map



Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

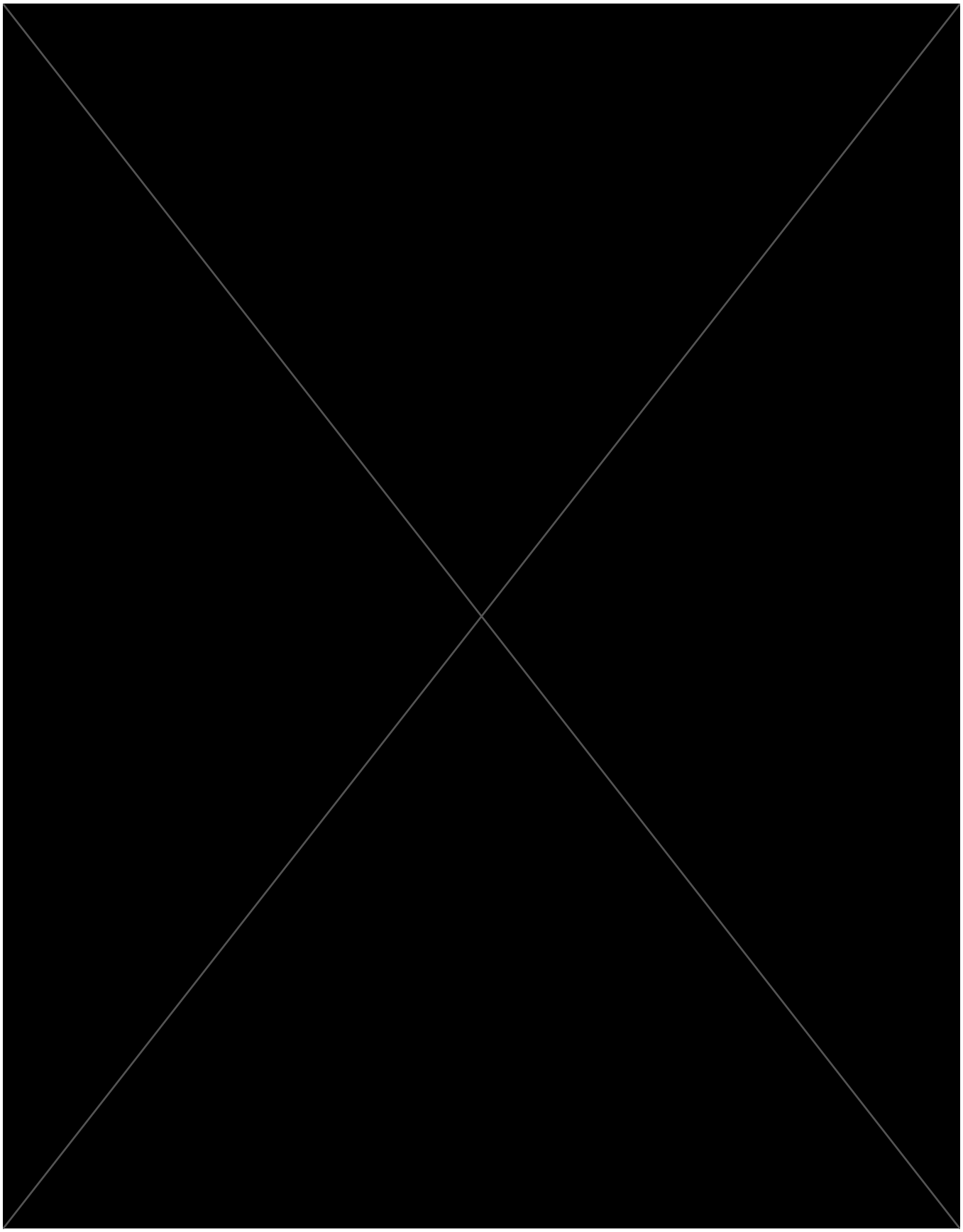
Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

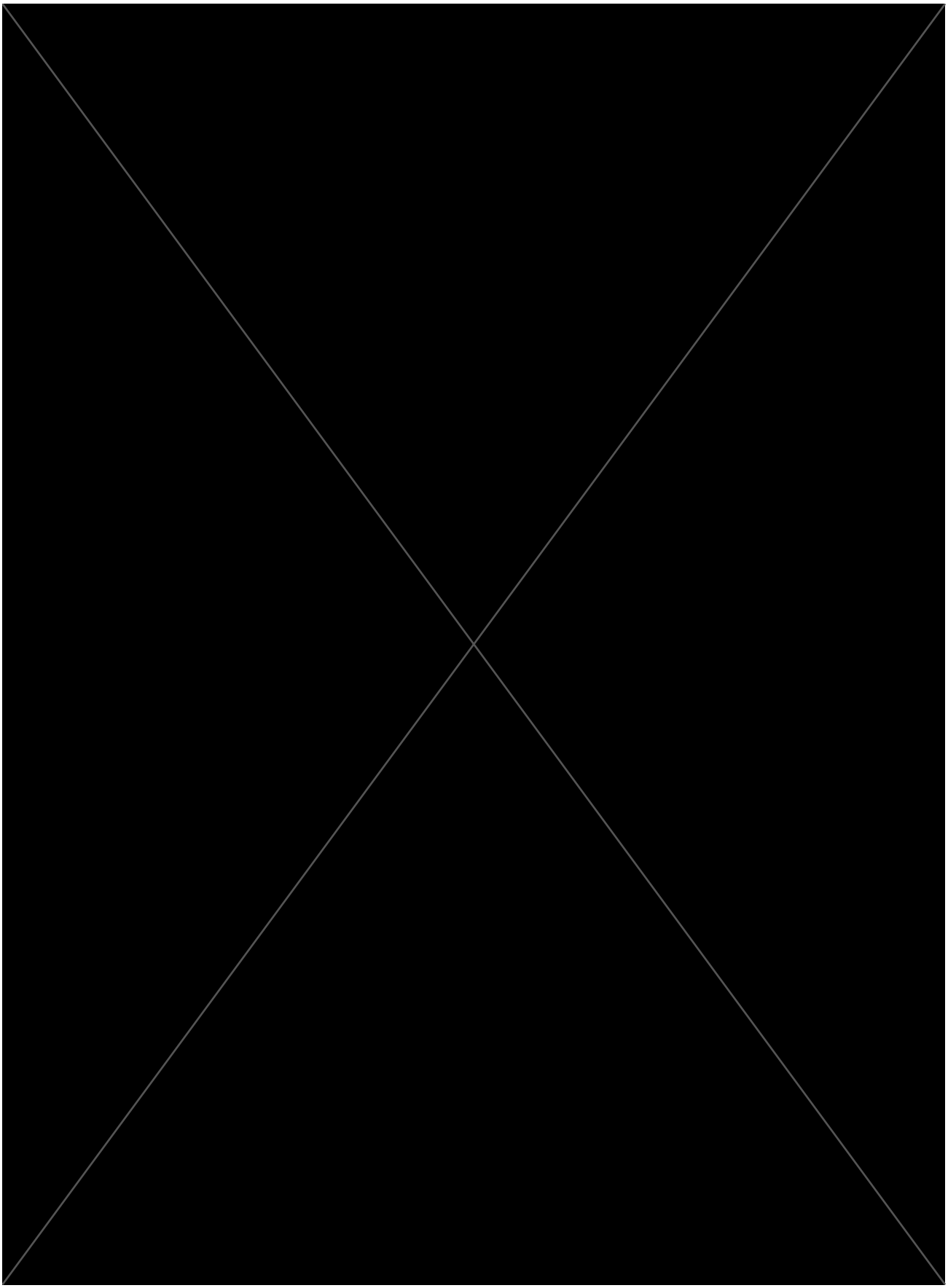
Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

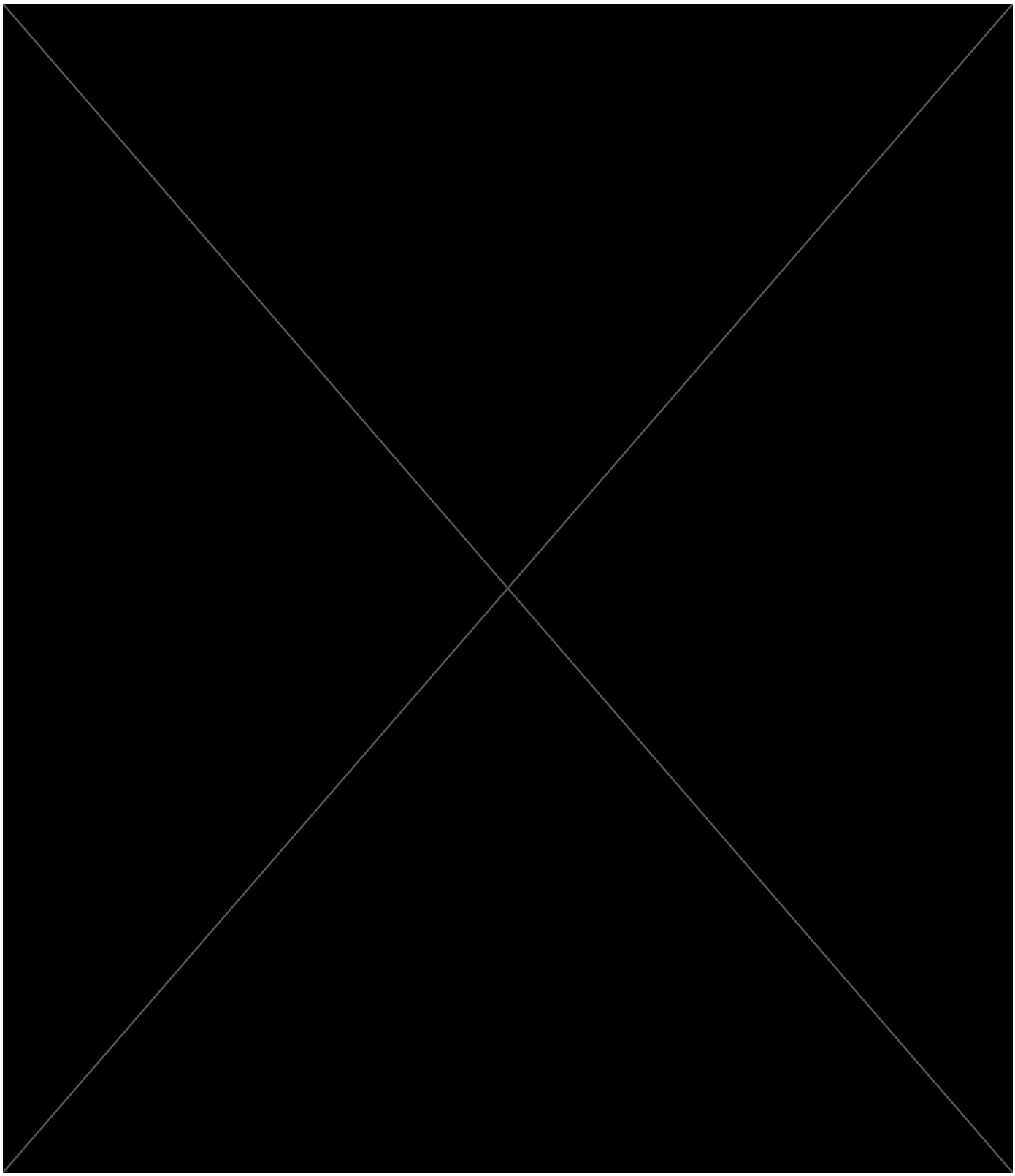
Safe School Plan Quick Reference Guide

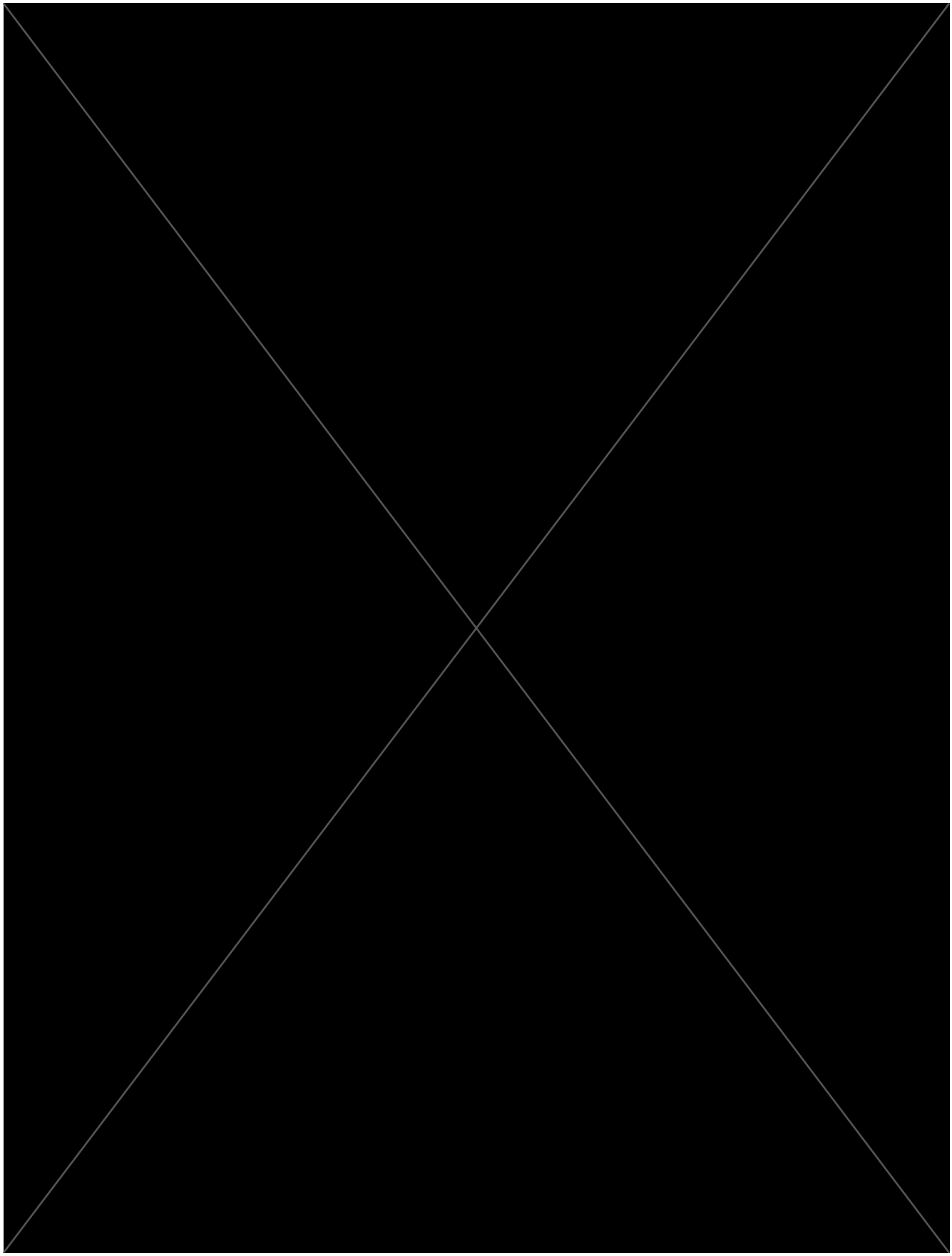
Magnolia Science Academy 6
MAGNOLIA PUBLIC SCHOOLS

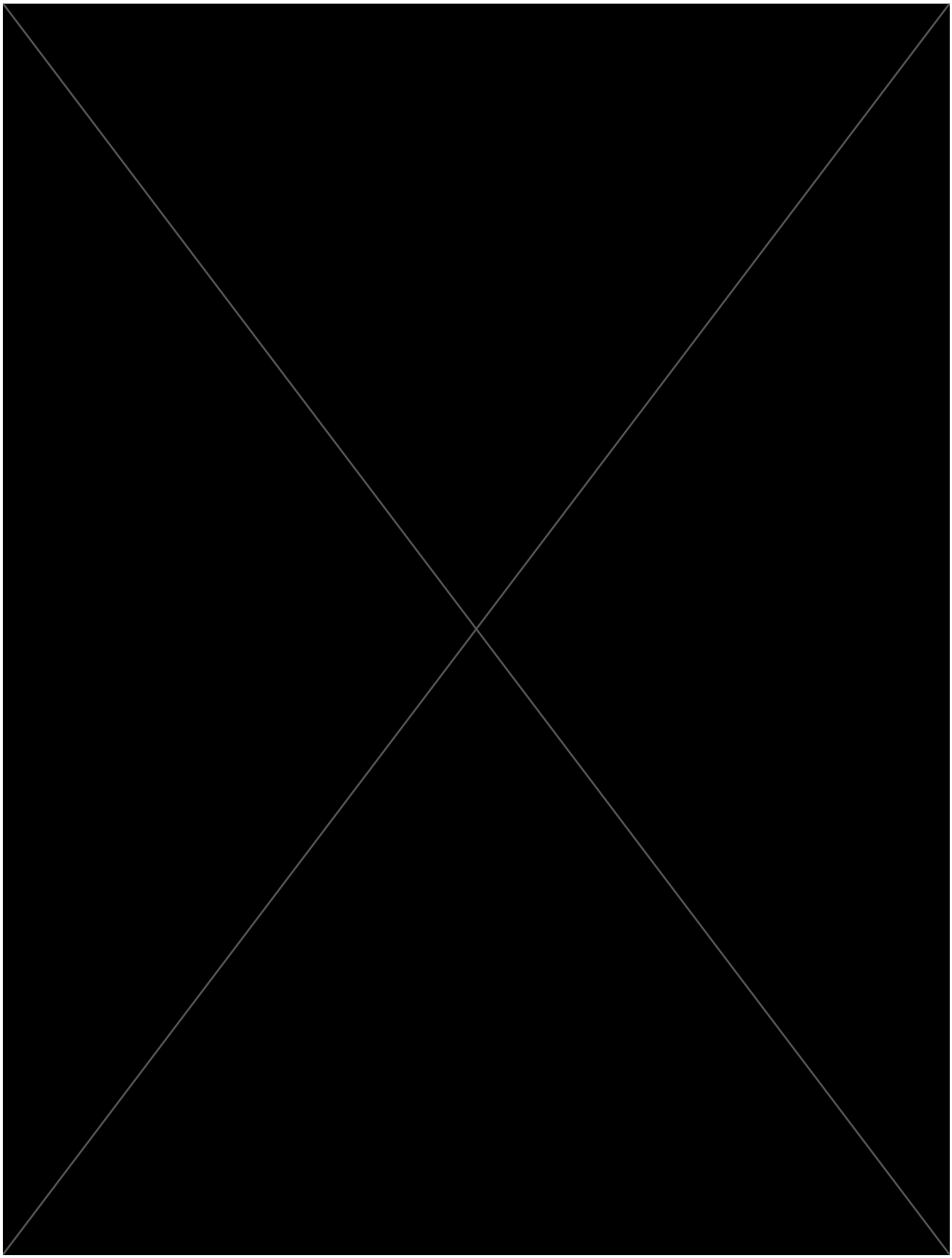
James Choe, Principal
745 S. Wilton Ave
(310) 842-8555
jchoe@magnoliapublicschools.org











School Safety Plan

Magnolia Science Academy 7
MAGNOLIA PUBLIC SCHOOLS

Musa Avsar, Principal
18355 Roscoe Boulevard
Northridge, CA 91325
818-886-0585
mavsar@magnoliapublicschools.org

A meeting for public input was held on January 22, 2025

Plan Revised January 24, 2025

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 13, 2025

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
School Safety Plan
2025-2026

MSA 7's Parent Advisory Committee certifies that it has reviewed and participated in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]		

Parent Advisory Committee/Safety Planning

Name	Title	Contact Email
Musa Avsar	Principal	mavsar@magnoliapublicschools.org
Gil Yoon	Certificated -	gyoon@magnoliapublicschools.org
Jennifer Rivera	Certificated -	jrivera@magnoliapublicschools.org
Gabriela Moreira	Classified -	gamoreira@magnoliapublicschools.org
Tiffany James	Parent	[redacted]
Elizabeth Ashadjan	Parent	
Nilly Khabis	Parent	
Veronica Contreras	Parent	
Luz Gomez	Parent	
Nadin Haddad	Parent	
Viridiana Guerrero	Parent	

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.

About our School as a Safe Place to Learn

What is the vision of a school that is a safe place to learn? What does the parent advisory committee want the school to look like?

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

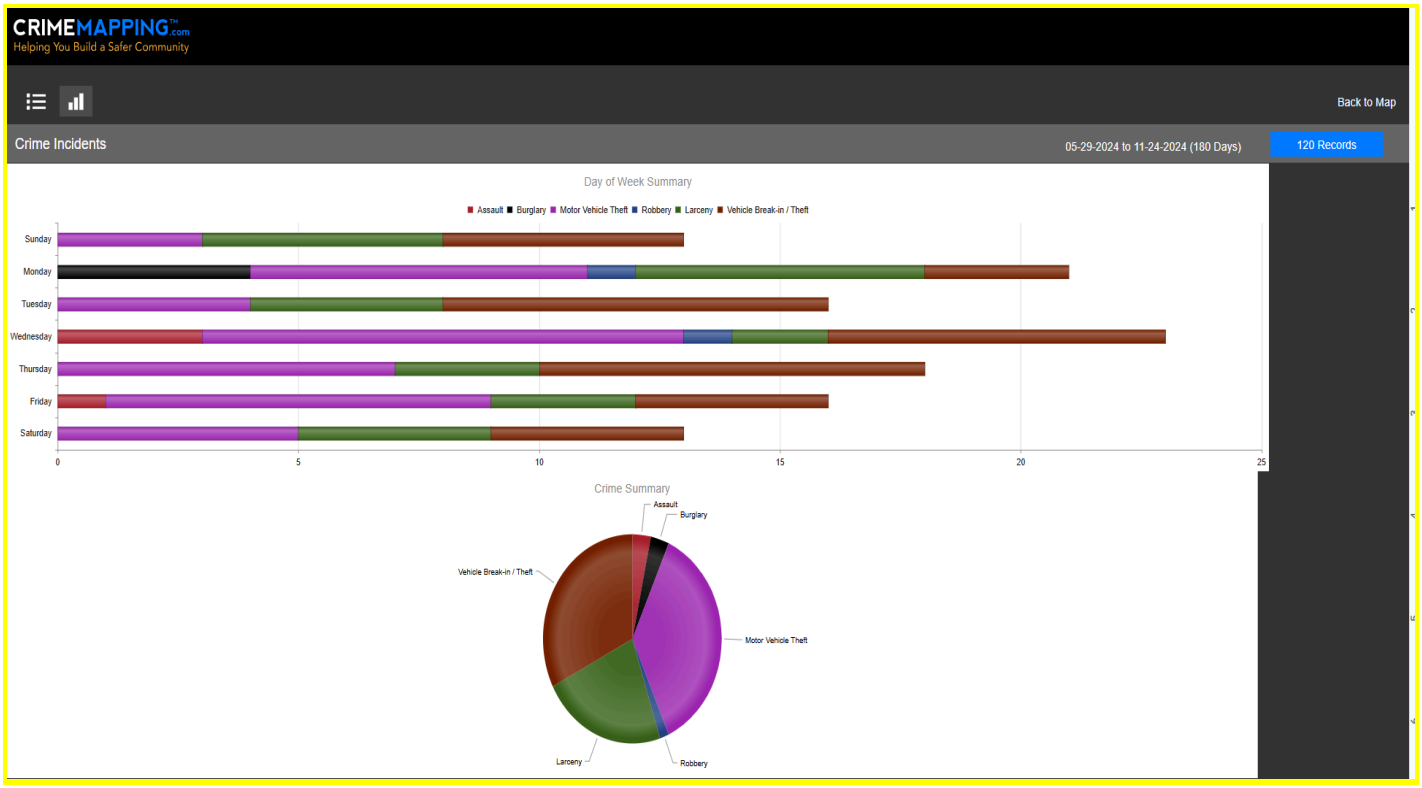
Assessment of Data

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 91325 from 5/29/2024 to 11/24/2024:

Type	Number
Total Crimes during time period	120
#1 Motor Vehicle Theft	44
#2 Vehicle Break-In/Theft	39
#3 Larceny	27



This data is represented by the following graphic pulled from source website:
https://crimemapping.com/map/location/90201,%20Bell,%20CA,%20USA?id=dHA9MCN0dj02NTEyODNhZSNsb2M9MTE2NTYwNiNsbmc9NTUjcGw9NjY3MDg0I2xicz0xNDo0MTMxMjkwI2xuPUVhZ2xlTG9jYXRvcg==

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on January 23, 2025. The following data was reviewed:

	2021-22	2022-23	2023-24	Currently
Suspension Data Out-of-School	1	1	0	0
Suspension Data In-School	0	0	0	0
Expulsion Data	0	0	0	0
Office Discipline Referrals ODRs	89	86	99	72
Average Daily Attendance (ADA) Rate	92.86%	92.50%	93.56%	93.73%
Chronic Absenteeism Rate	24.5%	29.0%	16.2%	19.9%
Graduation Rate	n/a	n/a	n/a	n/a

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, 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: Educational Partner Surveys

Component 2: Goal#2

Goal(s): Implement a Multi-Tiered System of Response to Behavior to support all student behavior and social-emotional health.

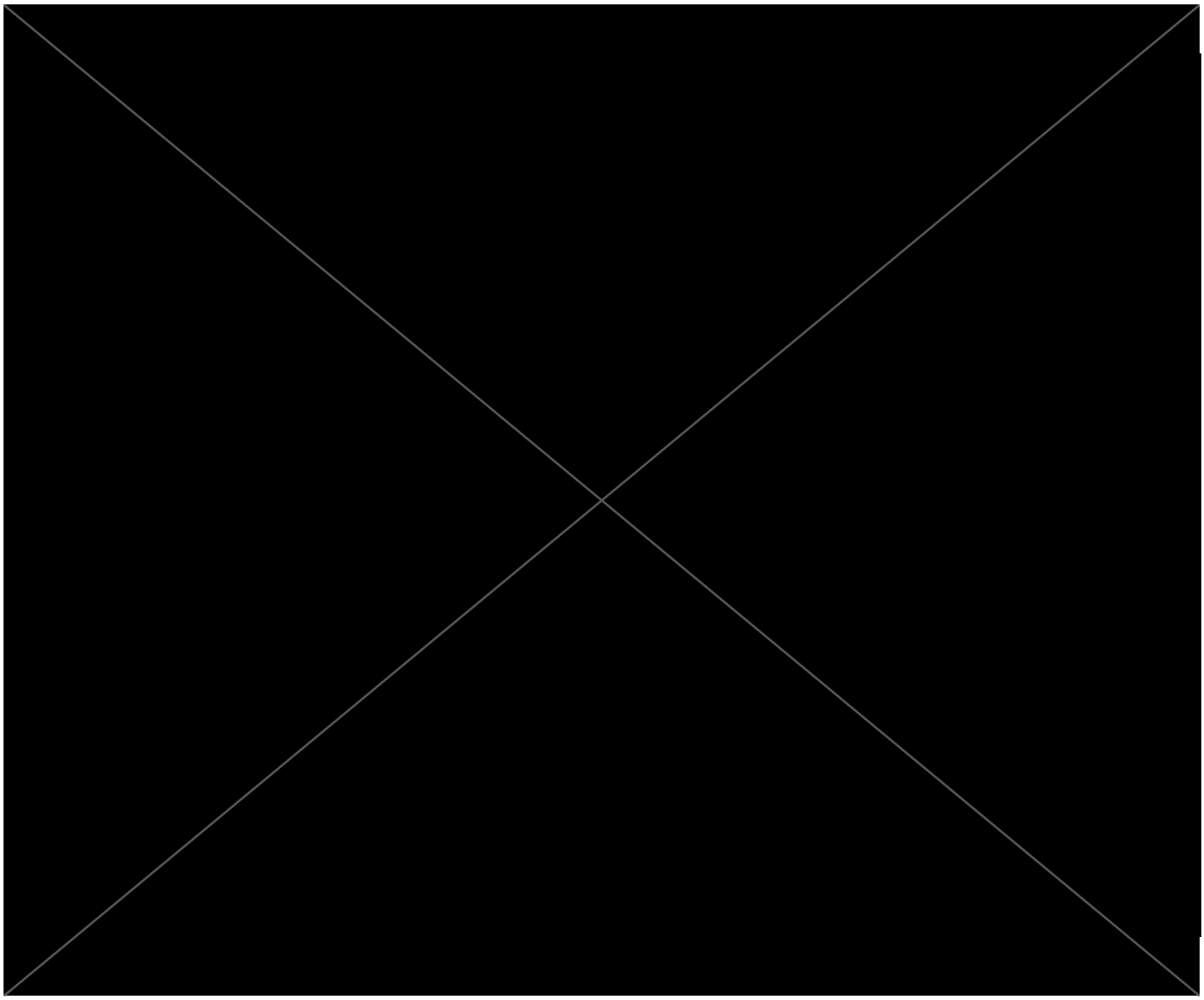
- Objective: Maintaining and reinforcing positive behavior through intervention supports.
- Related Activities: Conduct SSPT and PBIS Meetings monthly or when needed
- Resources needed: MTSS Referral Form, Multi-Tiered support, and Intervention Charts
- Person(s) responsible for implementation: Designated Administrator, MTSS Coordinator, Teacher & Staff. PBIS Team
- Budget: Refer to schools' annual budget
- Evaluation guidelines: PBIS Data Tracker, Office Referrals, Infinite Campus Behavior Management Logs

Component 3: Goal#3

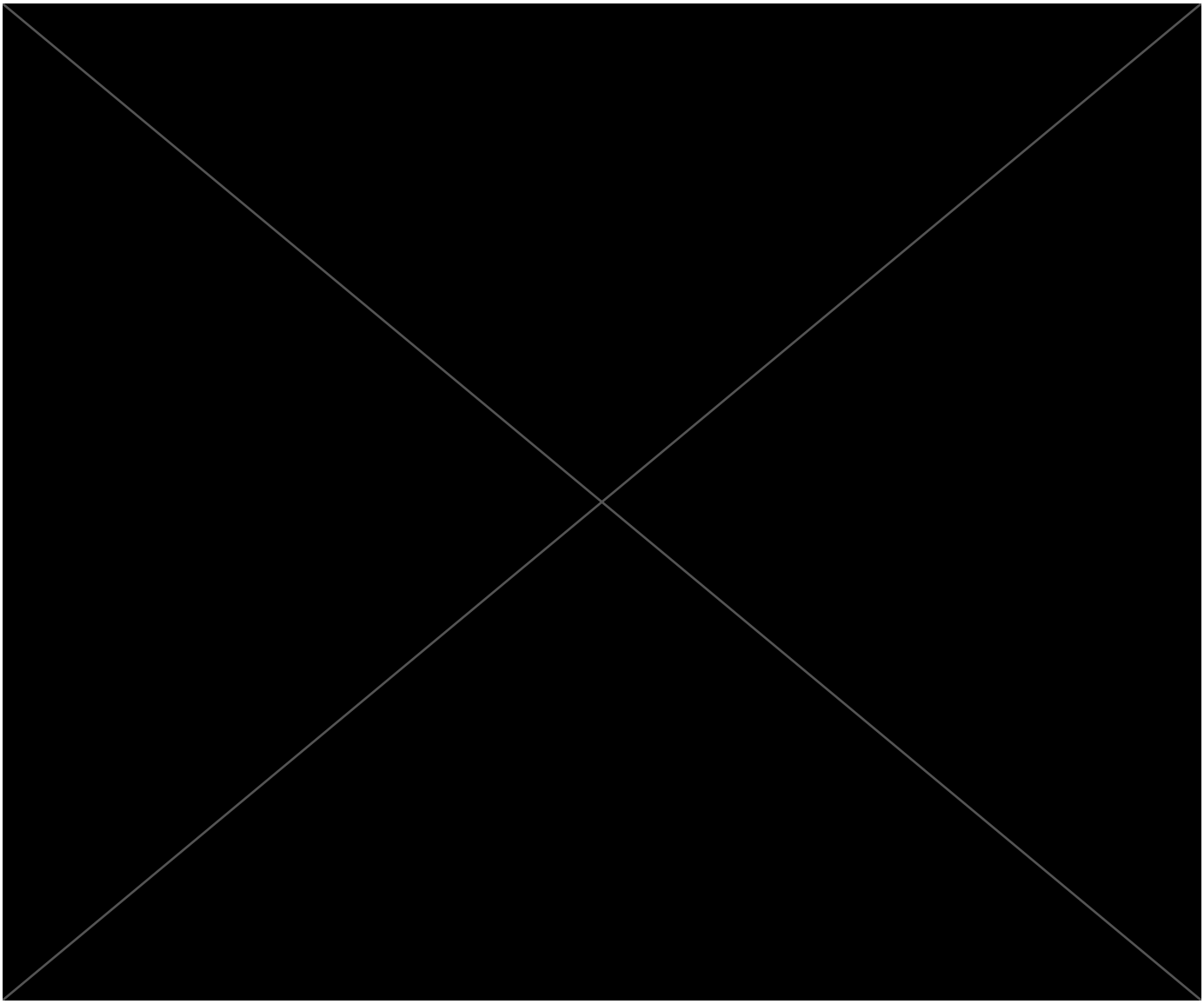
Goal(s): Implement an attendance program that supports a positive school culture where students attend school on a daily basis and are on time to school.

- Objective: Increase our ADA and decrease our Chronic Absenteeism and Truancy percentage
- Related Activities: Attendance Awards, Attendance Raffle Prizes, Monthly Brag Tags,
- Resources needed: Monthly Tracker, Attendance Letters, Prizes and Awards, Funding
- Person(s) responsible for implementation: Designated Administrator, Office Staff, All Staff
- Budget: $2000
- Evaluation guidelines:Attendance Monthly Tracker, Data Reports on ADA, Chronic Absenteeism, and Truancy, Percentages are increasing or decreasing

School Maps



Emergency Map



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:

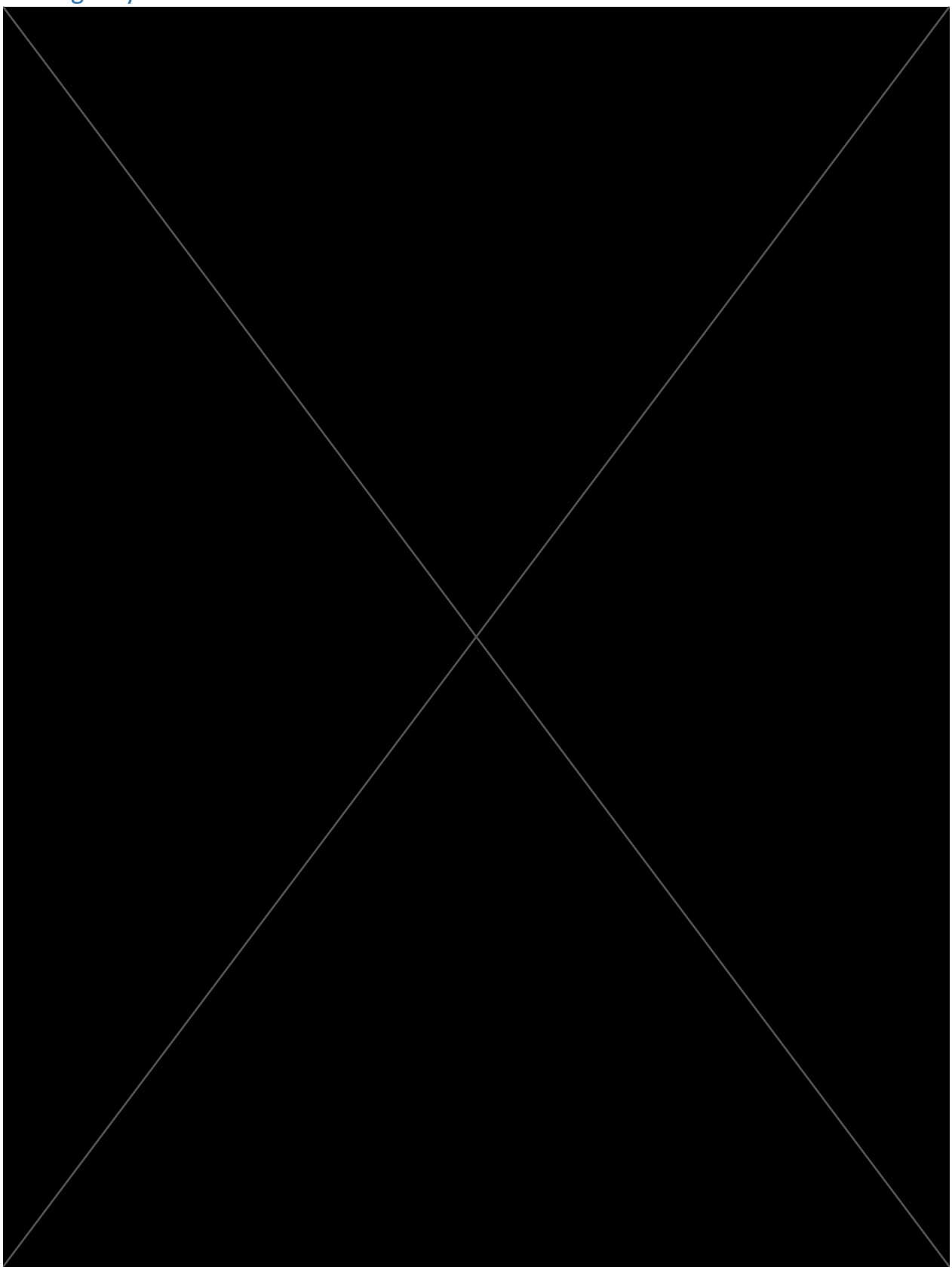
Emergency Drill Evaluation

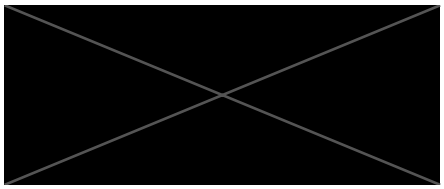
MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar





PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

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

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.

- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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 and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to 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.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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 and Forms | County of Orange Social Services Agency
- 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).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
   - Report and sign in at the office.

- Be provided with a visitor's badge.
- Be prepared to provide identification to school personnel.
- Respect school rules.

3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communication. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.

- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

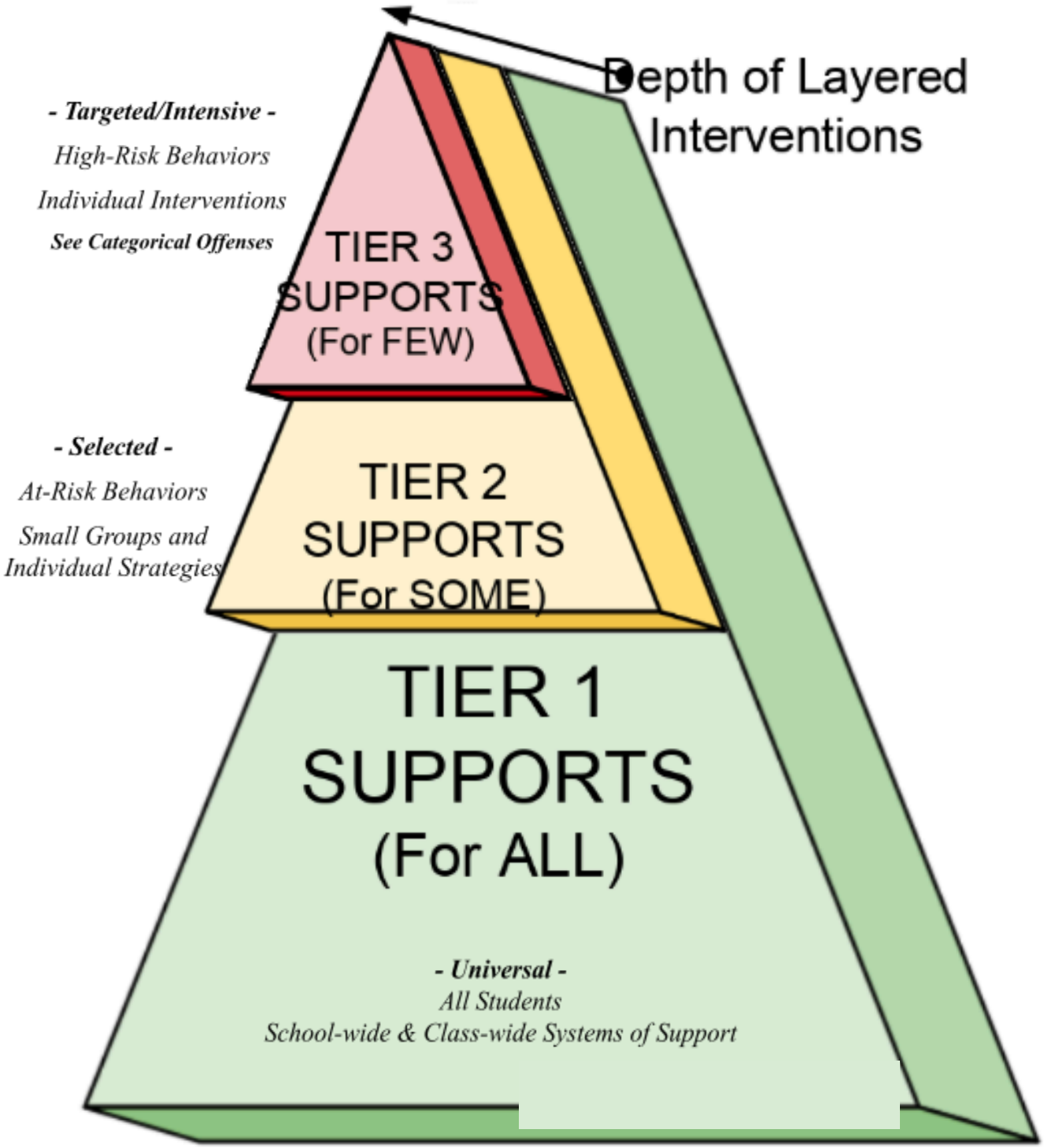
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family, and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

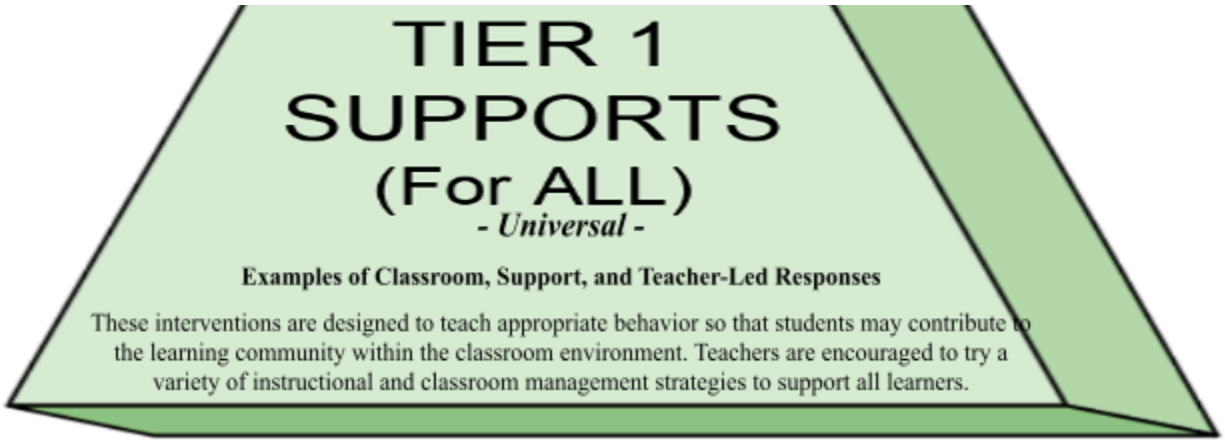
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each 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, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

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 and causes a substantial disruption to the normal operation of the School. 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 causes a substantial disruption to the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of students to lawful student expression, as outlined in the “MPS Student Freedom of Speech/Expression Policy” available in the office of each MPS school.

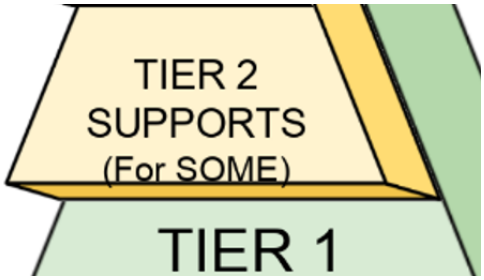
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• 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	✔ 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

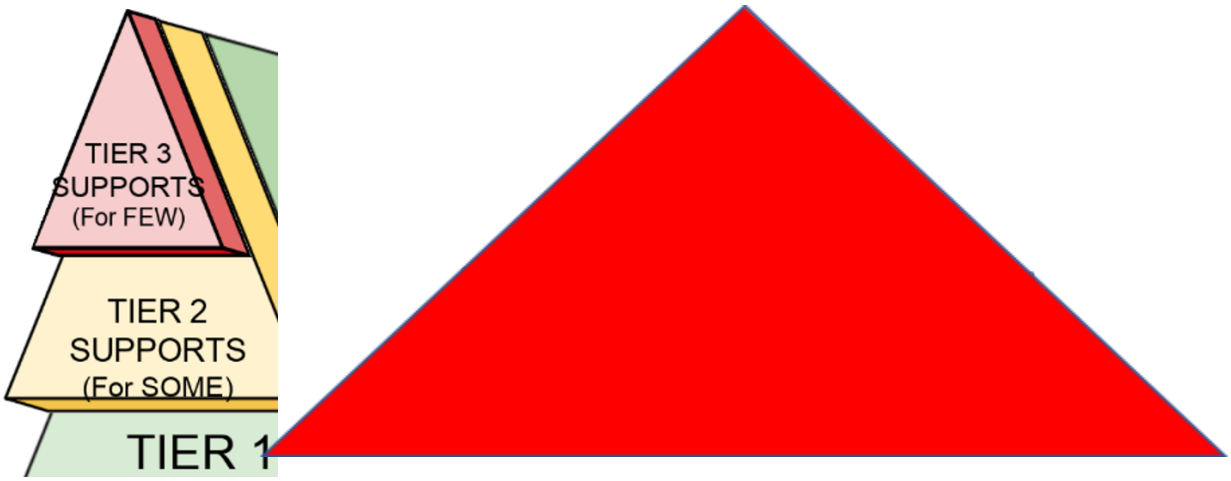


- Selected -

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
• 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	✔ 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
• 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	✔ 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

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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 school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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.

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

MPS school staff has committed itself to encouraging and supporting 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 in 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.

Alternatives to Suspension and/or Expulsion

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The 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 school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and the progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS 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 reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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.

Grounds for Suspension and Expulsion of Students

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: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
(d) An act of cyber sexual bullying.
(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

   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 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 the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). 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/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator 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 of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 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.

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

   In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. **Suspension Appeals**

   Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made in writing 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 of at least one school administrator (serves as procedural advisor), 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 and will be delivered to the parent/guardian in a written response. 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.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

It is preferable 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. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

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 or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian 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 the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MPS' 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 and/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.

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of 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 recommendation 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 Administrative 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 expelled 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 their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense 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 with MPS
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

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

Expulsion Appeals

In order 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 being informed 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 fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and MPS. That decision shall be final.

Interim Placement

MPS shall be responsible for the appropriate interim placement of students during and pending the completion of the MPS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA/District**
   The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to

others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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 winfully 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, selling 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

Title IX

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[1] MPS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in MPS's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by MPS to provide an aid, benefit, or service under MPS's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from MPS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

[1] MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

    - The degree to which the conduct affected the complainant's ability to access MPS's education program or activity;
    - The type, frequency, and duration of the conduct;
    - The parties' ages, roles within MPS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
    - The location of the conduct and the context in which the conduct occurred; and
    - Other sex-based harassment in MPS's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
    - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
    - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
        - The length of the relationship;
        - The type of relationship; and
        - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
    - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
    - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
    - Shares a child in common with the victim; or
    - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
    - Fear for the person's safety or the safety of others; or
    - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
    - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, 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 or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) MPS's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to MPS that objectively can be understood as a request for MPS to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of MPS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom MPS has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated MPS's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to MPS's education program or activity, including measures that are designed to protect the safety of the parties or MPS's educational environment; or (2) provide support during MPS's grievance procedures or during an informal resolution process.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decision maker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure MPS's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes MPS from requiring an employee or other person authorized by MPS to provide aid, benefit, or service under MPS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at MPS, if any, can be found on the MPS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether MPS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents MPS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing,

or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or MPS's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the predetermined complaint officer for the MPS Board:

Fiorella Del Carpio

Chief People Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

fdelcarpio@magnoliapublicschools.org

The appeal decision maker, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of MPS's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;

- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by MPS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. MPS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

MPS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in MPS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

MPS allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

MPS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to

witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.[2] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, MPS will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

MPS may dismiss a complaint if:

- MPS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in MPS's education program or activity and is not employed by MPS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and MPS determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- MPS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, MPS will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

[2] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable MPS policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the
  date(s) and location(s) of the alleged incident(s), to the extent that information is available to MPS;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if MPS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by MPS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless MPS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone
  other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to
  prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

MPS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find MPS's determination unsatisfactory, the party may, within five (5) business days of notice of MPS's determination, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or
notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by MPS including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

No party, witness, or other person participating in MPS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on MPS's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

MPS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the MPS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and

- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to MPS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of MPS's obligations under:
    - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
    - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide MPS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any MPS leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

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 employees,

Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing MPS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions MPS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. MPS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

MAGNOLIA PUBLIC SCHOOLS
TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4853-7361-5053, v. 1

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[3]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

[3] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [4] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

[4] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodations for Pregnant and Parenting Pupils;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development;
    - Compensatory Education;
    - Consolidated Application;
    - Course Periods without Educational Content;
    - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
    - Every Student Succeeds Act;
    - Local Control & Accountability Plans (LCAP)/LCFF;
    - Migrant Education;
    - Physical Education Instructional Minutes;
    - Pupil Fees;
    - Reasonable Accommodations to a Lactating Pupil;
    - Regional Occupational Centers and Programs;
    - School Plans for School Achievement;
    - School Safety Plans;
    - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
    b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent

Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.

11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.

4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

> California Department of Education
> 1430 N Street
> Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

Professional Boundaries: 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 Suspected 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- 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.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- 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.

Dress Code/Uniforms

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. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **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 you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
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. 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.

<u>Undergarments</u>
All undergarments, including bras, boxer shorts, etc., should not be visible
<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or 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 shirt may not hang out of sleeves.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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FOOTWEAR	• For all footwear including "athletic" footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) • Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white. • No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.	**Shoes** • Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces 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 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 collar of 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 undo 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. o No brightly colored or glitter eye shadow, or blush. o Mascara and eyeliner should be minimal. o Lipstick should be a natural color. o Earrings must be studs or one (1) inch hoops and worn on earlobe.
PE UNIFORM	• **Top:** Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE. • **Bottom:** Properly fitting navy shorts. Waist size of shorts must be appropriate to student's waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides **Footwear:** Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)	
OUTERWEAR	• Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue. **For colder weather** • Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo. • Sweatshirts and jackets must be solid white, gray, black, or navy-blue.	

Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school's administration
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.

    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.

    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.
- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.

- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.
- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.

- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
    - Nature of threat on the phone line
    - School name
    - Phone number of the line receiving the threat

    - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.
- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate

emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:
- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.
- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:
- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:

    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.
- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such

as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.
- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:

- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:

- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.

- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:
- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:
- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Mr. Avsar, Principal.

A report can be sent by a legible written note, by email, or by telephone to the following:
18355 Roscoe Blvd, Northridge CA 91325
mavsar@magnoliapublicschools.org
818-886-0585
Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

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 the 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.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or 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 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

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 or designee.

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 were taken by the school.
- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents

Evacuation Incident Quick Roles

Primary Positions- All staff should return to their primary positions after ensuring students are safe with their main class.

Secondary Positions- Staff should report to their secondary position ONLY IF CALLED upon by 'Command 2.' The Security Team and Search & Rescue are exceptions—these teams should complete their primary duties first then immediately move on to secondary and tertiary responsibilities."

Main Gates

Gates

Person	Primary Position	Secondary Position	Duties
Avsar	Command 1	Command 2	During a crisis, directs all crisis operations, logistics, and communications. Verifies facts, contacts LD, and coordinates all crisis response and intervention services.
V. Romero	Request Gate	Manage	Processes parent requests for student pick-up.
Garcia	Release Gate	Request Gate	Deals w/ parents receiving students, emergency vehicles, and the law enforcement and/or LA Fire Department entering campus.
Alas	Request Runner	Reunion Gate	Submits request from request gate to reunion gate, chaperones students to release gate
Padilla	Reunion Gate	-	Retrieve students being requested by request runner from the assembly area
Moreira		Request Runner	

Security

Person	Primary Position	Secondary Position	Duties/ Tertiary Positions
Ascencio	Site Security	Evacuation Site Set Up	Ensures school site security, and secures gates. Reports to Request and Release gates to provide security and order to parents and students exiting campus
Dikyurt		Evacuation Site Set Up	Reports to Request and Release gates to provide security and order to parents and students exiting campus
M. Romero	Utilities	Evacuation Site Set Up	Performs short-term repairs and shuts of utilities as necessary. Then reports to the Reunion gate as student security and supply runner.
Ramirez		Search & Rescue	Supports to shuts of utilities. Then, reports to Search and Rescue for support. Finally reporting to the Request gate as a request runner

Blacktop

Search and Rescue

Person	Primary Position	Secondary Position	Duties/ Tertiary Positions
Yoon	Command 2	Command 1	Coordinates information given between “manage” and the search and rescue team. Dispatches rescue team with the necessary equipment. Provides final clearance for search and rescue once all missing

			individuals are accounted for. Give final clearance for return to campus.
Paz	Manage	*Request Gate*	Retrieves student counts from teachers and reports missing persons to S&R
Rivera	Search	*Release Gate*	The Search Team is responsible for preparing and performing search and rescue operations during an emergency. Involves assessing a scene, locating victims, and documenting their location.
Lee		*Request Runner*	
Vergara	Rescue	*Triage*	The Rescue Team is responsible for preparing and performing search and rescue operations during an emergency. Involves the procedures and methods required to extract the victims from campus and transport them to first-aid/triage.
Rodriguez		*Triage*	

Medical

Person	Primary Position	Secondary Position	Duties
Gonzalez	Psychological Aide	-	Brings mental health and trauma expertise in working with students & families. Assists admin with the risk assessment, gathering background information, including interviews and statements from the person of interest & witnesses.
Martinez		-	Brings mental health and trauma expertise in working with students & families.
Cayco	First Aide	-	The team ensures that first aid supplies are available and performs medical first aid/triage.
Trinidad		*Psychological Aide*	
Melloy	Triage	*5B*	The team ensures first-aid supplies are available, provides first-aid, documents injuries, and stabilizes injured individuals until professional medical personnel arrive on site.

Assembly Area

Classes

Person	Primary Position	Secondary Position	Duties
Bolden	Command 3	Command 2	Coordinates teachers and students in an orderly manner away from danger to the assembly area. Monitors persons entering and exiting the field assembly area. Ensures any student in the assembly area in distress or injured is immediately provided support by medical/psych
Saldana	TK	-	Directing students in an orderly manner to the main assembly area. Taking role to ensure accountability and assess students for injuries or distress. Reporting any missing, injured, or distressed students to management during headcounts. Monitoring students to ensure they remain calm, seated, and exhibiting appropriate behavior. Directing students one at a time to use the restroom as needed.
Buckner	KA	-	
Meadows	1A	Triage	
Berrios	1B	-	
Black	2A	-	
Zand	2B	*Search & Rescue*	
Sirault	3A	-	
Laguna	4A	*Psychological Aide*	
Ozkay	4B	-	
Cortez	5A	-	
Solis	5B	Restroom Support	
Melara	TK-1st Support	First- Aide	Provide additional support to teachers and students in the main assembly area. Making sure students are calm, seated, and displaying appropriate
Estrada	2nd- 3rd Support	Restroom Support	

Sevilla	4th-5th Support	-	behaviors.
Munoz	1-on-1 Support	TK-1st Support	Providing 1-on-1 support to assigned students to ensure safety and understanding.
Hernandez		2nd- 3rd Support	
Chavez		*Search & Rescue*	

Restrooms

Person	Primary Position	Secondary Position	Duties
Marcos	Restroom	-	Ensure emergency restroom facilities are maintained after each use.
Nuno	Restroom Support	TK-1st Support	Use written documentation to track student use of the restroom. Keep the area and students calm and organized.
O'Connor		2nd- 3rd Support	
Acosta		4th-5th Support	

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

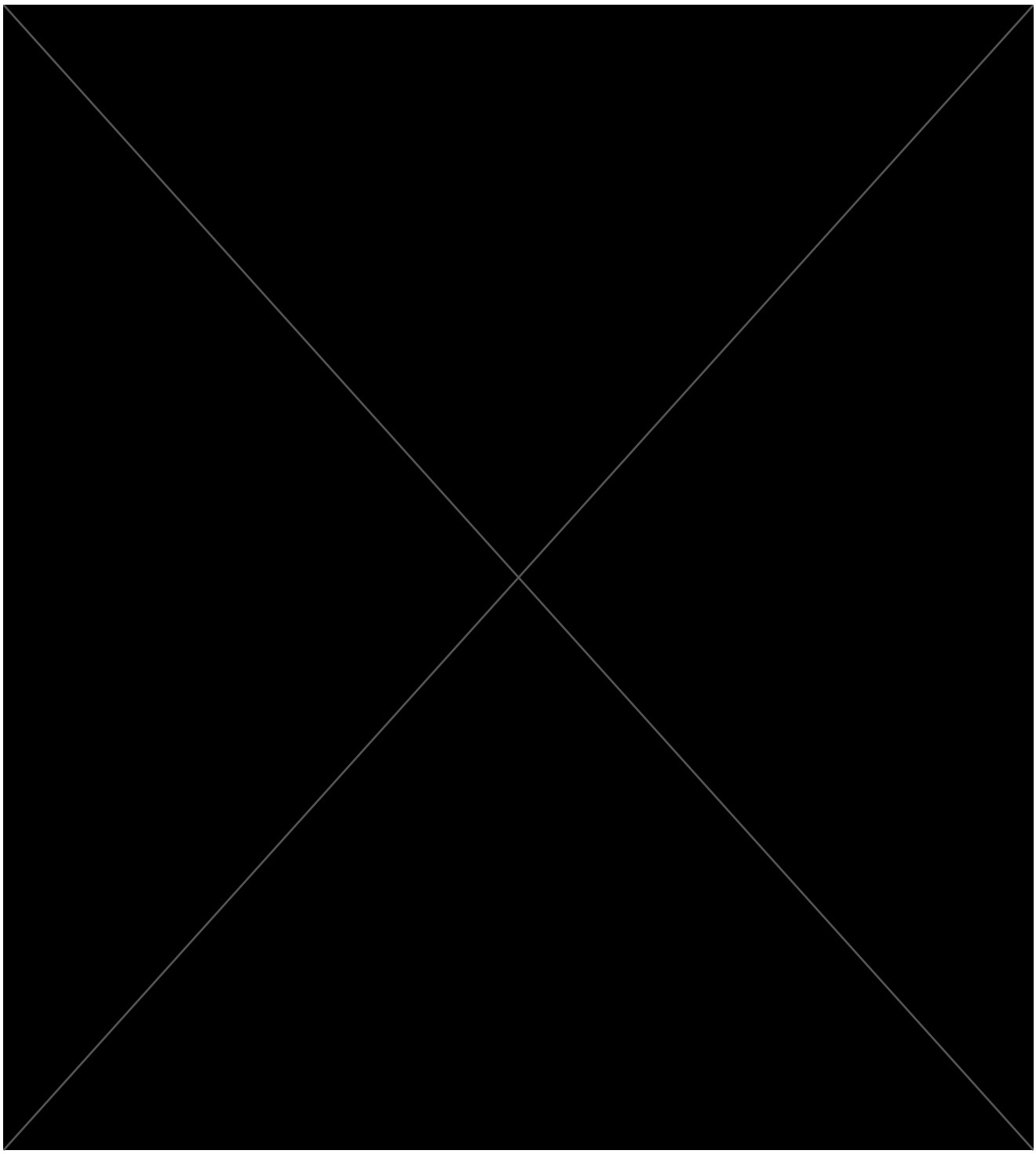
Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

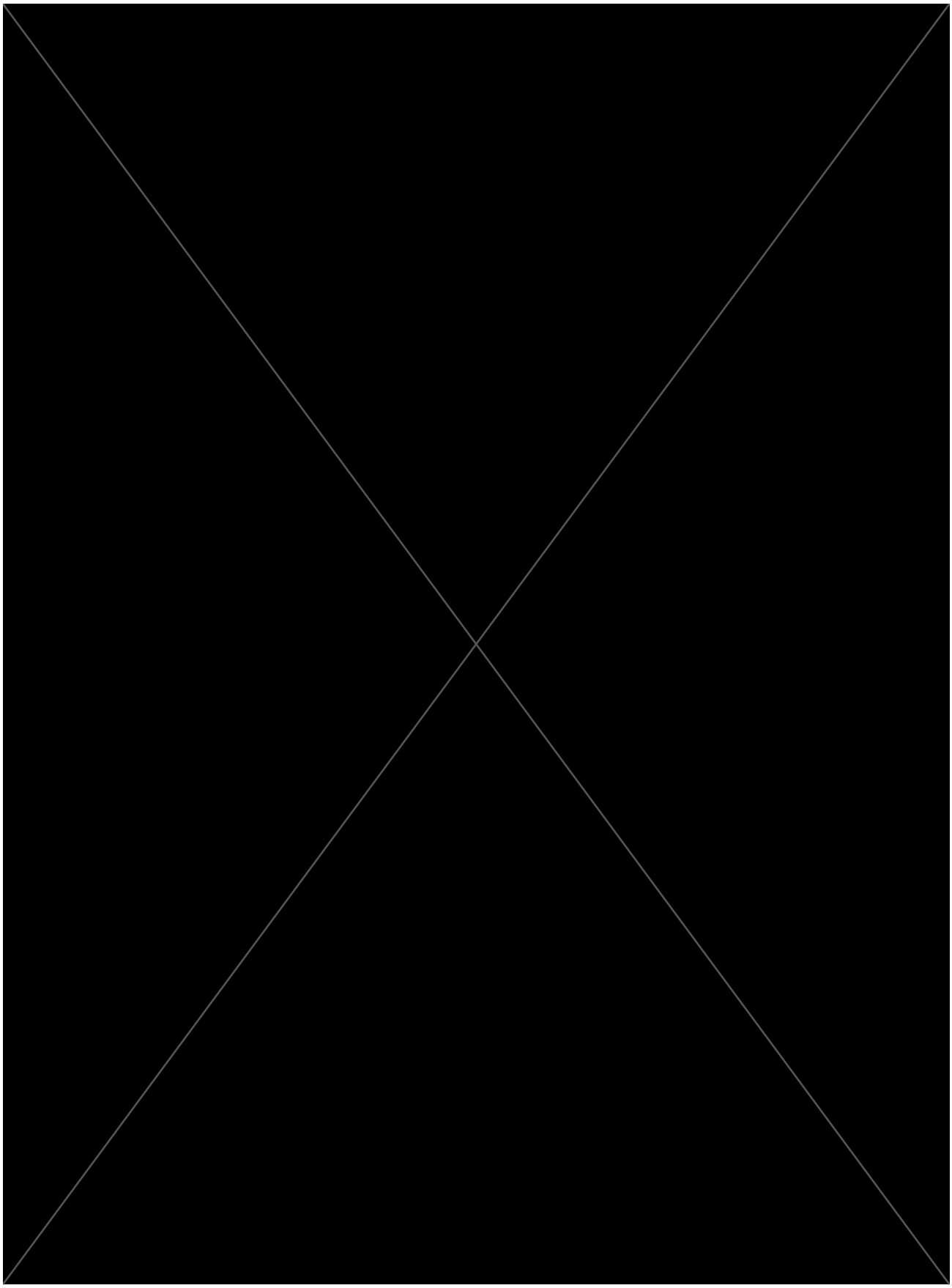
Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

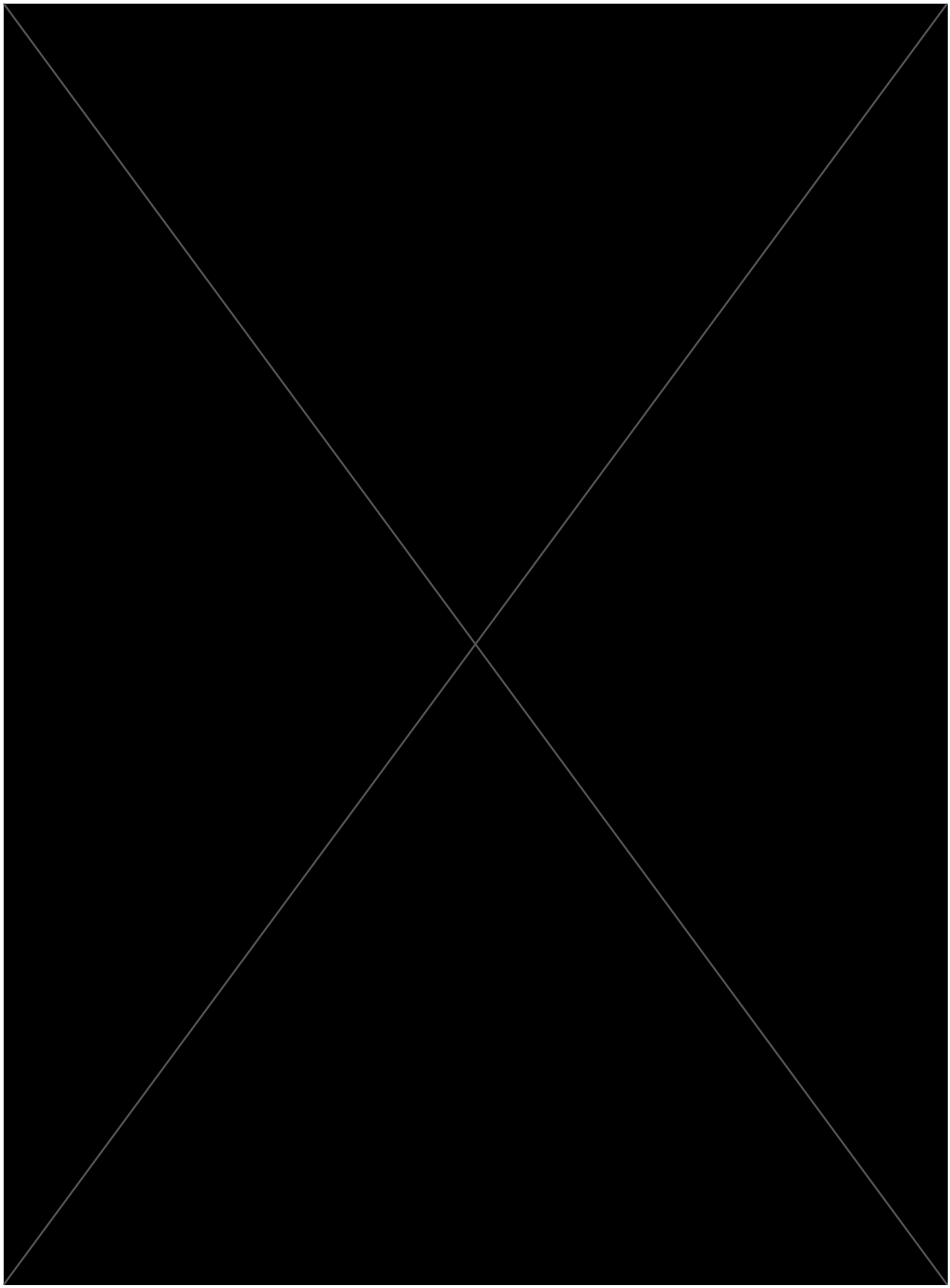
Safe School Plan Quick Reference Guide

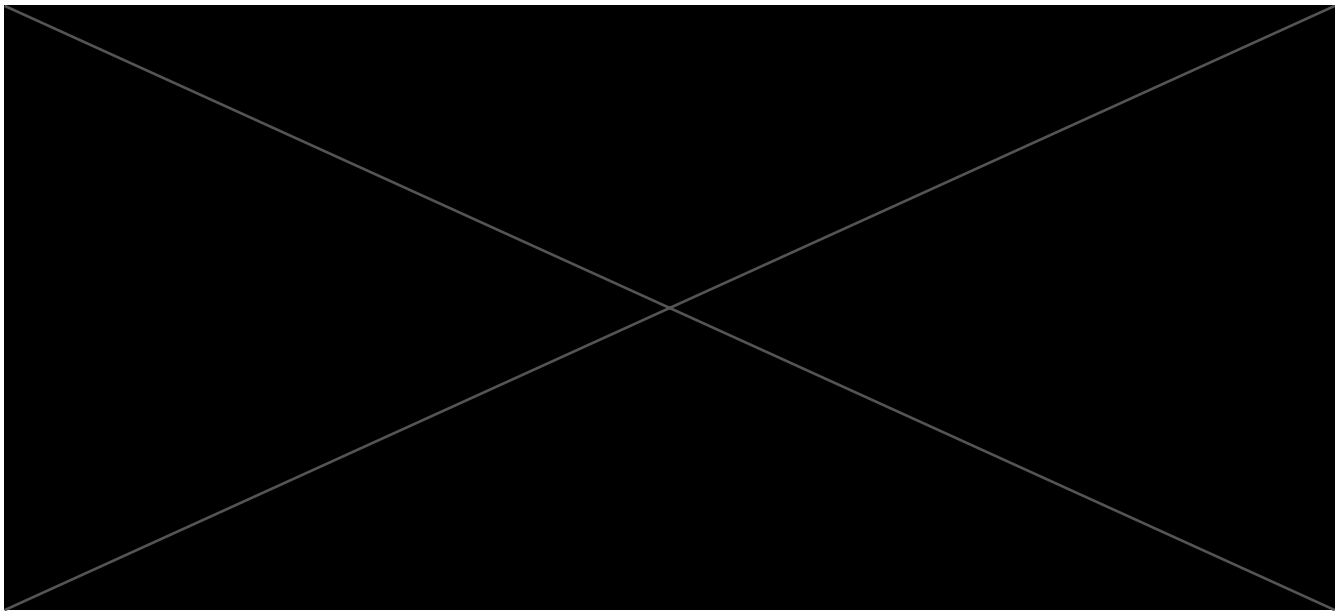
Magnolia Science Academy 7
MAGNOLIA PUBLIC SCHOOLS

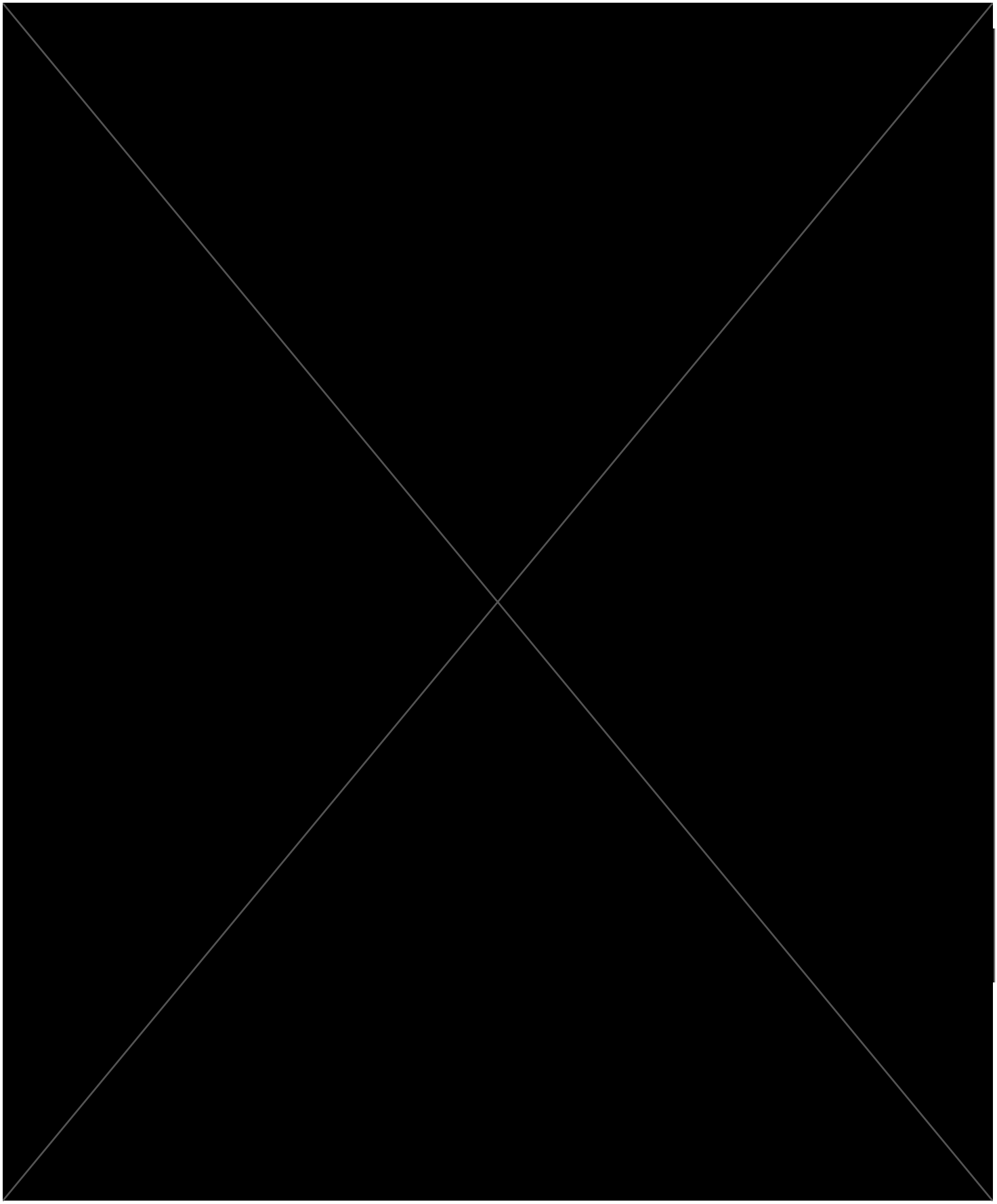
18355 Roscoe Boulevard
Northridge, CA 91325
818-886-0585
Musa Avsar, Principal
mavsar@magnoliapublicschools.org

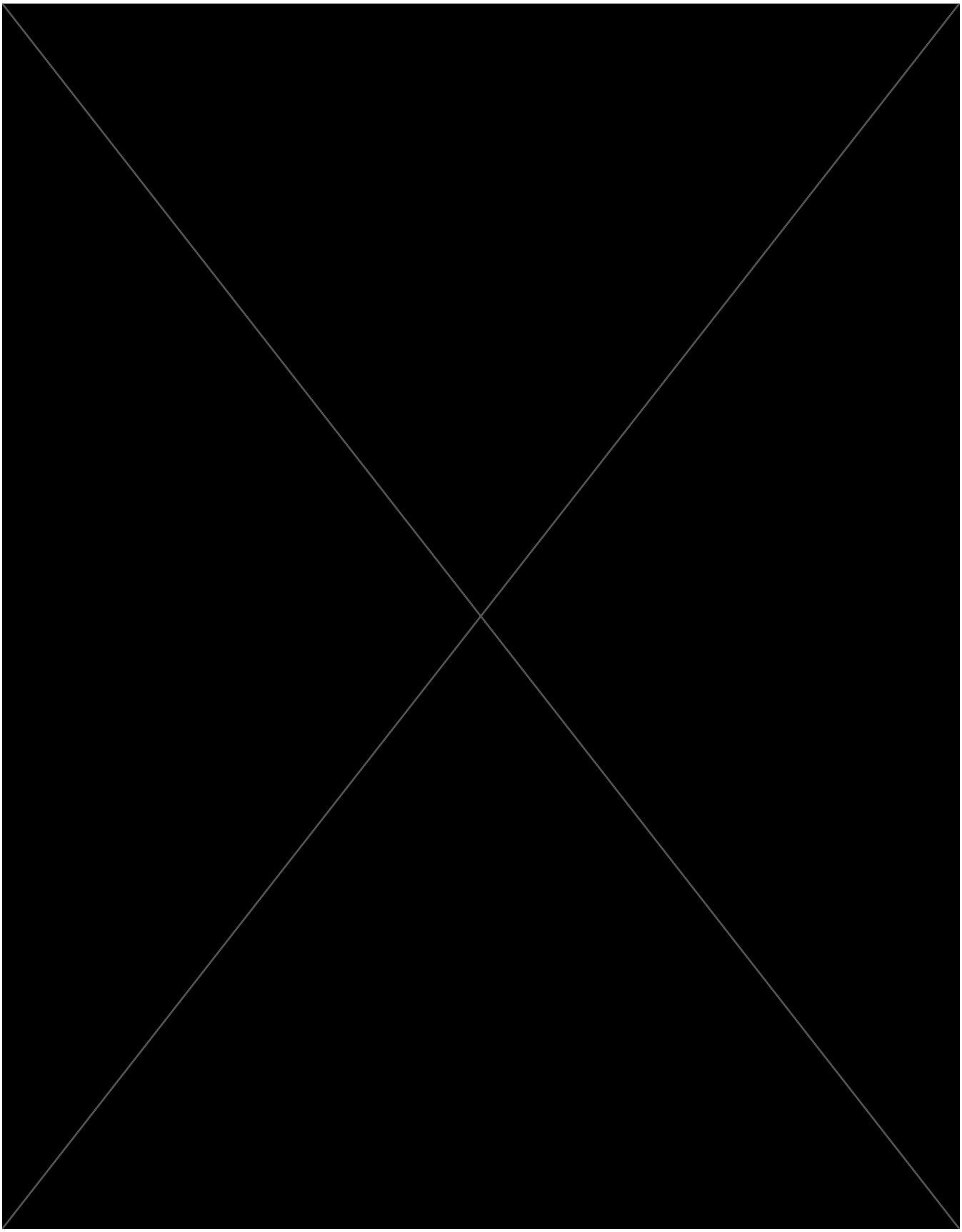


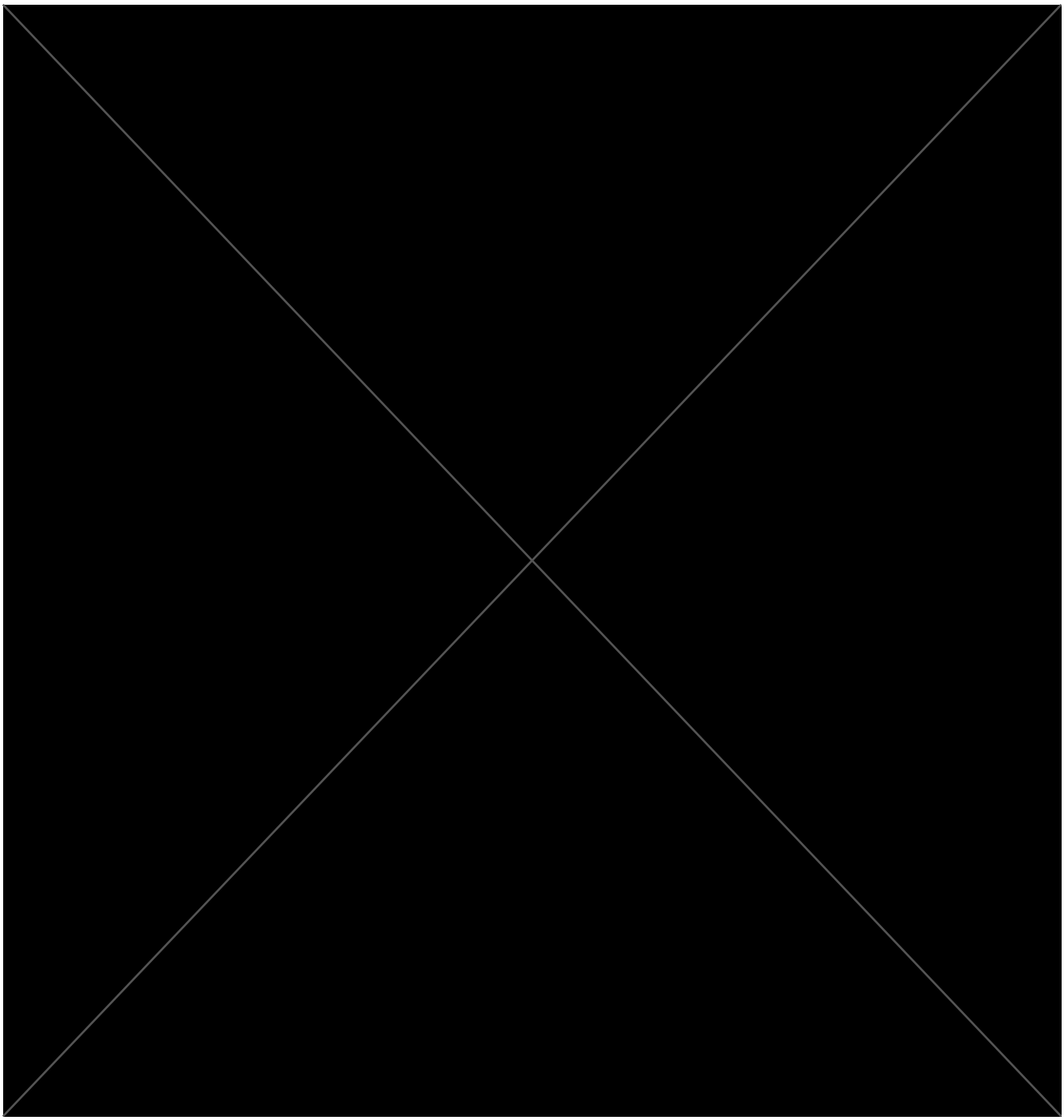












School Safety Plan

Magnolia Science Academy- Bell
MAGNOLIA PUBLIC SCHOOLS

Suat Acar, Principal
6411 Orchard avenue
Bell, Ca 90201
323-826-3925
sacar@magnoliapublicschools.org

A meeting for public input was held on January 23rd

Plan Revised January 23rd

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 13th, 2025

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
School Safety Plan
2025-2026

Magnolia Science Academy’s Parent Advisory Committee certifies that it has reviewed and participated in the development of the following School Safety Plan.

Name	Agency	Contact Email/Number
[redacted]		

Parent Advisory Committee/Safety Planning

Name	Title	Contact Email
Suat Acar	Principal	sacar@magnoliapublicschools.org
Brandon Reyes	Certificated -	breyes@magnoliapublicschools.org
Irene Fajardo	Certificated -	ifajardo@magnoliapublicschools.org
Maribel Gonzalez	Classified -	mzgonzalez@magnoliapublicschools.org
Lisset Thompson	Parent	[redacted]
Sonia Vinueza	Parent	

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.

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

Assessment of Data

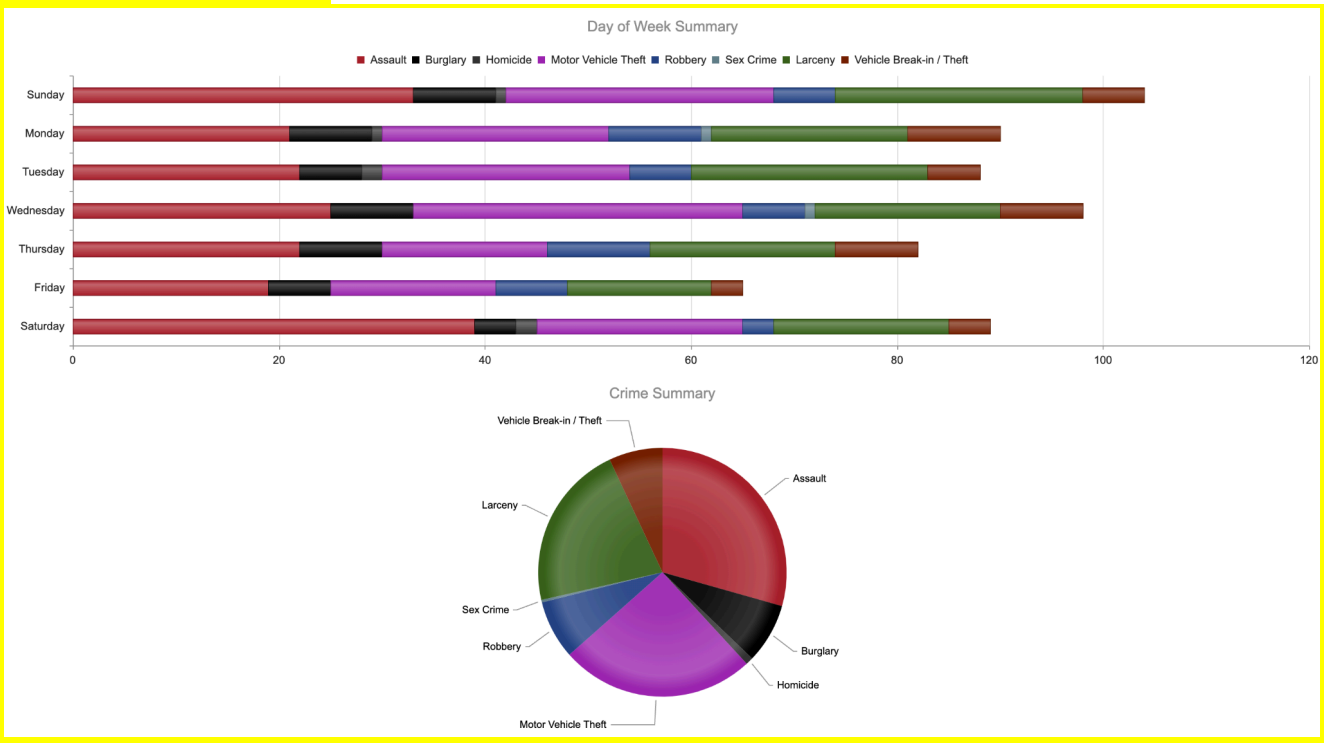
Local Crime Data

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 90201 surrounding the school from 7/10/2024 to 1/06/2025:

Type	Number
Total Crimes during time period	616
Top #1 Assault	181
#2 Motor Vehicle Theft	156
#3 Larceny	133

INSERT DATA GRAPHIC



This data is represented by the following graphic pulled from source website:
https://crimemapping.com/map/location/90201,%20Bell,%20CA,%20USA?id=dHA9MCN0dj02NTEyODNhZSNsb2M9MTE2NTYwNiNsbmc9NTUjcGw9NjY3MDg0I2xicz0xNDo0MTMxMjkwI2xuPUVhZ2xlTG9jYXRvcg==

School-wide Data

Data regarding the school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on January 6th, 2025. The following data was reviewed:

	2021-22	2022-23	2023-24	Currently as of 1/6/2025
Suspension Data Out-of-School	11	14	19	10
Suspension Data In-School	0	0	0	0
Expulsion Data	0	1	1	0
Office Discipline Referrals ODRs	N/A	N/A	N/A	68
Average Daily Attendance (ADA) Rate	Hybrid Year Classroom ADA: 91.70% Non-Classroom ADA: 8.30%	96.33%	92.62%	93.40%
Chronic Absenteeism Rate	N/A	28.4%	27.2%	17.9%

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, 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: Educational Partner Surveys

Component 2: Goal#2

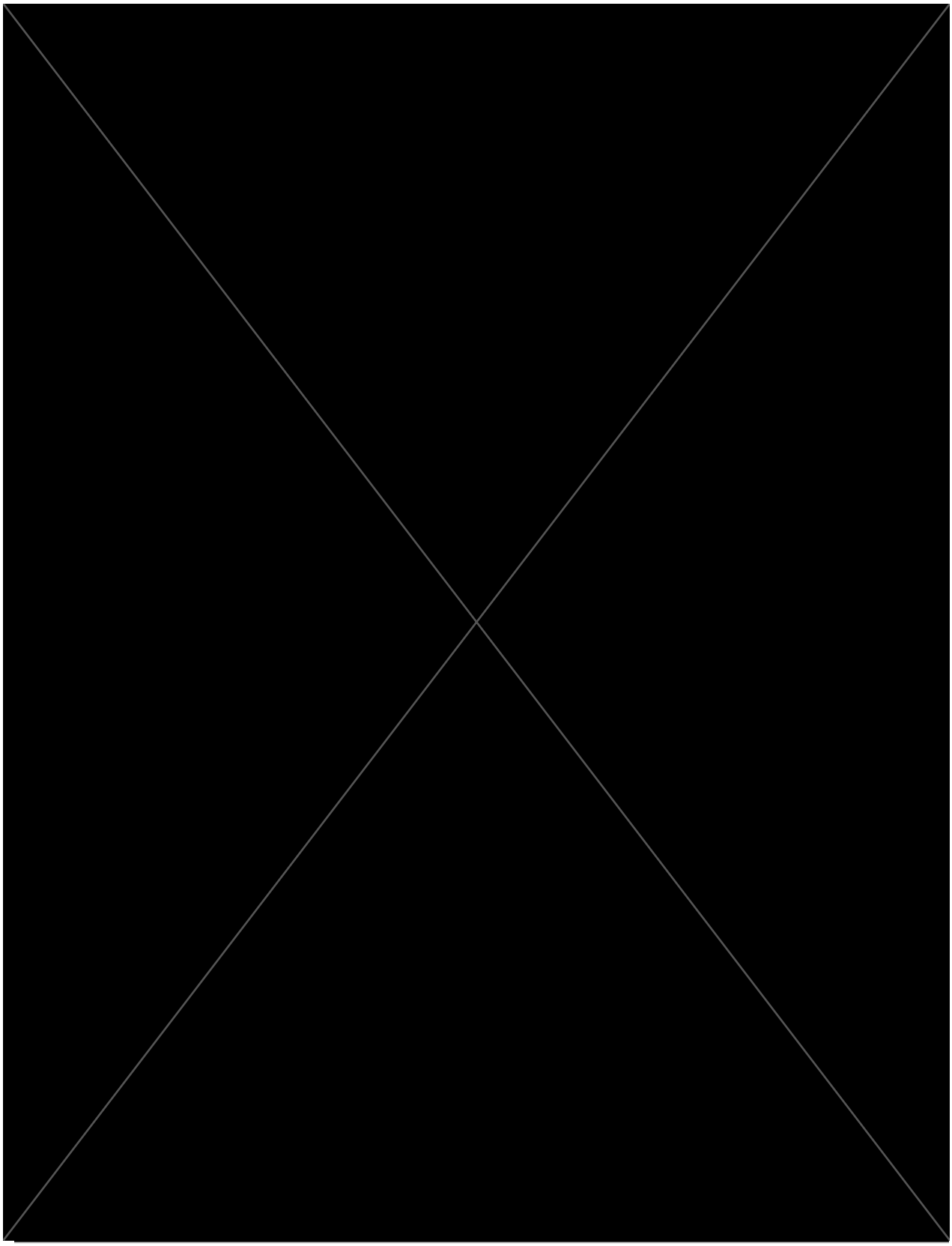
Goal(s):

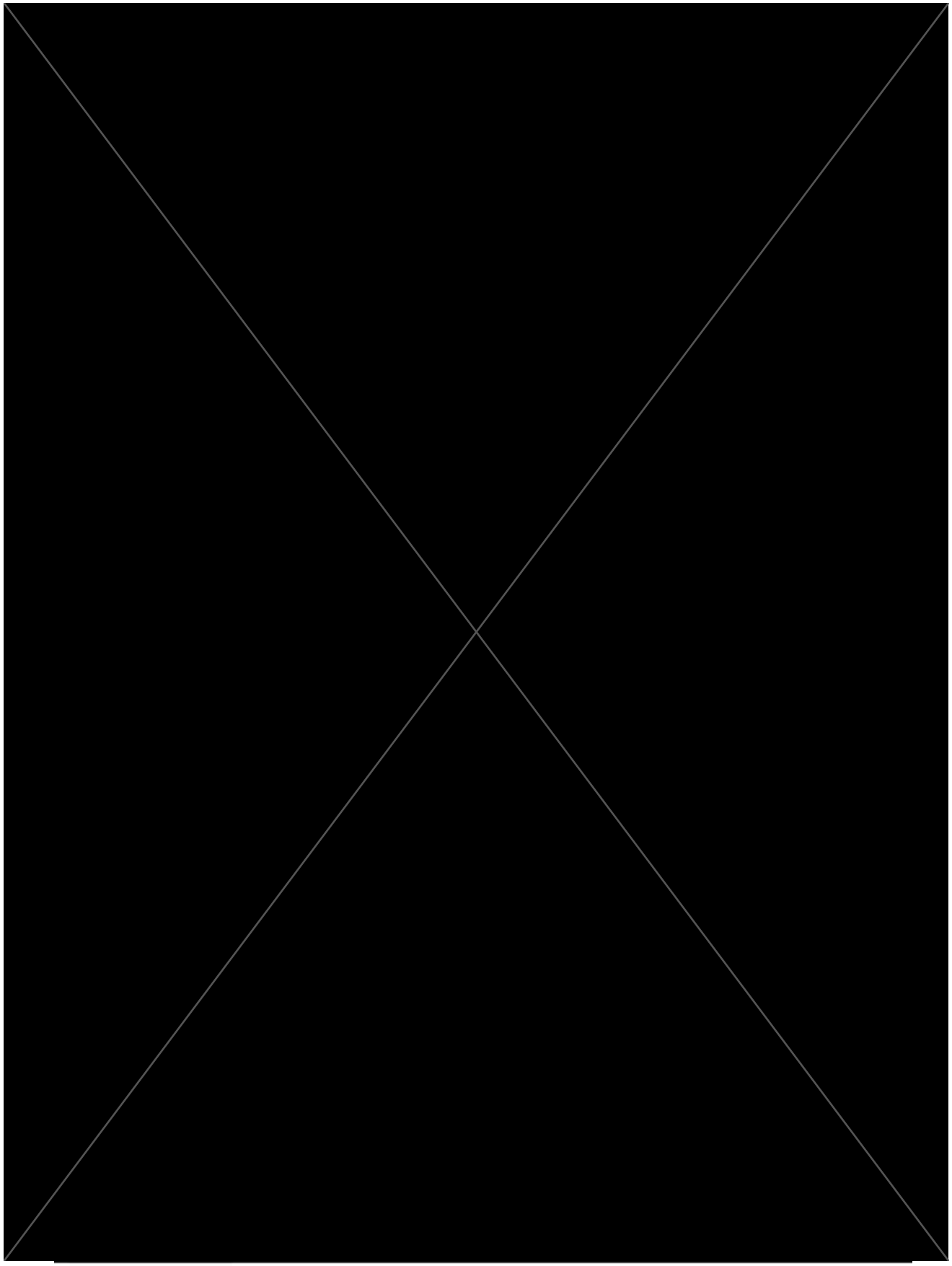
- Objective: The objective is to keep our Suspension rates to < 1%
- Related Activities: Consistent use of our SEL curriculum to teach our students character strength and incorporate restorative circles in the classrooms to support building staff-student relationships.
- Resources needed: Positivity Project Curriculum, Staff
- Person(s) responsible for implementation: MSA-Bell Staff
- Budget: Refer to school budget
- Evaluation guidelines: End of year school suspension rates

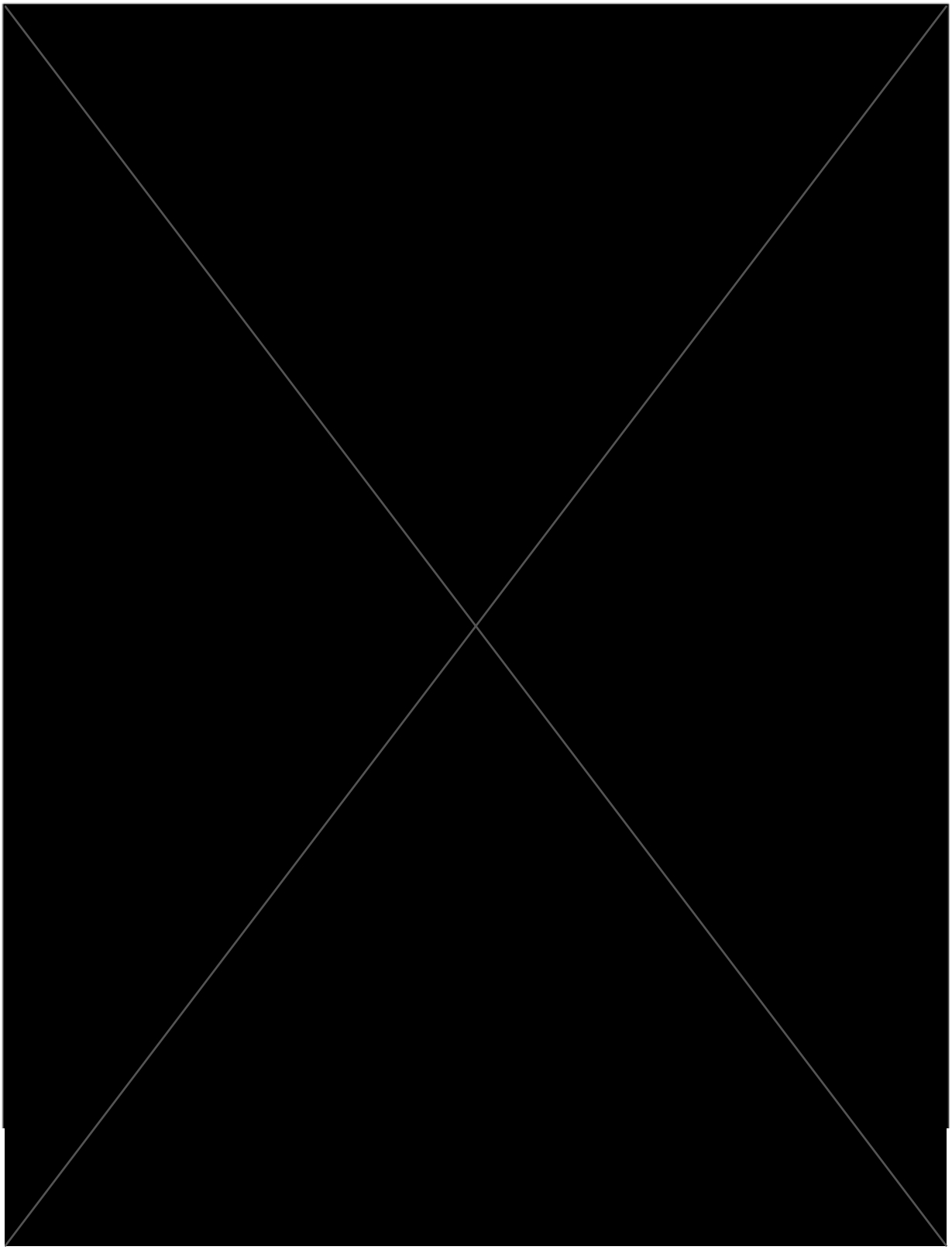
Component 3: Goal#3

Goal(s):

- Objective: Maintain a Chronic Absenteeism rate of < 10%
- Related Activities: Home Visits, Creating a Welcoming Environment Staff PD, Early Collaboration with Families, Targeted meetings to create attendance goals in August.
- Resources needed: School Staff, Staff PD, Families
- Person(s) responsible for implementation: All staff, Families
- Budget: Refer to School Budget
- Evaluation guidelines: Home visits vs. End of School Year Chronic Absenteeism Rate







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:

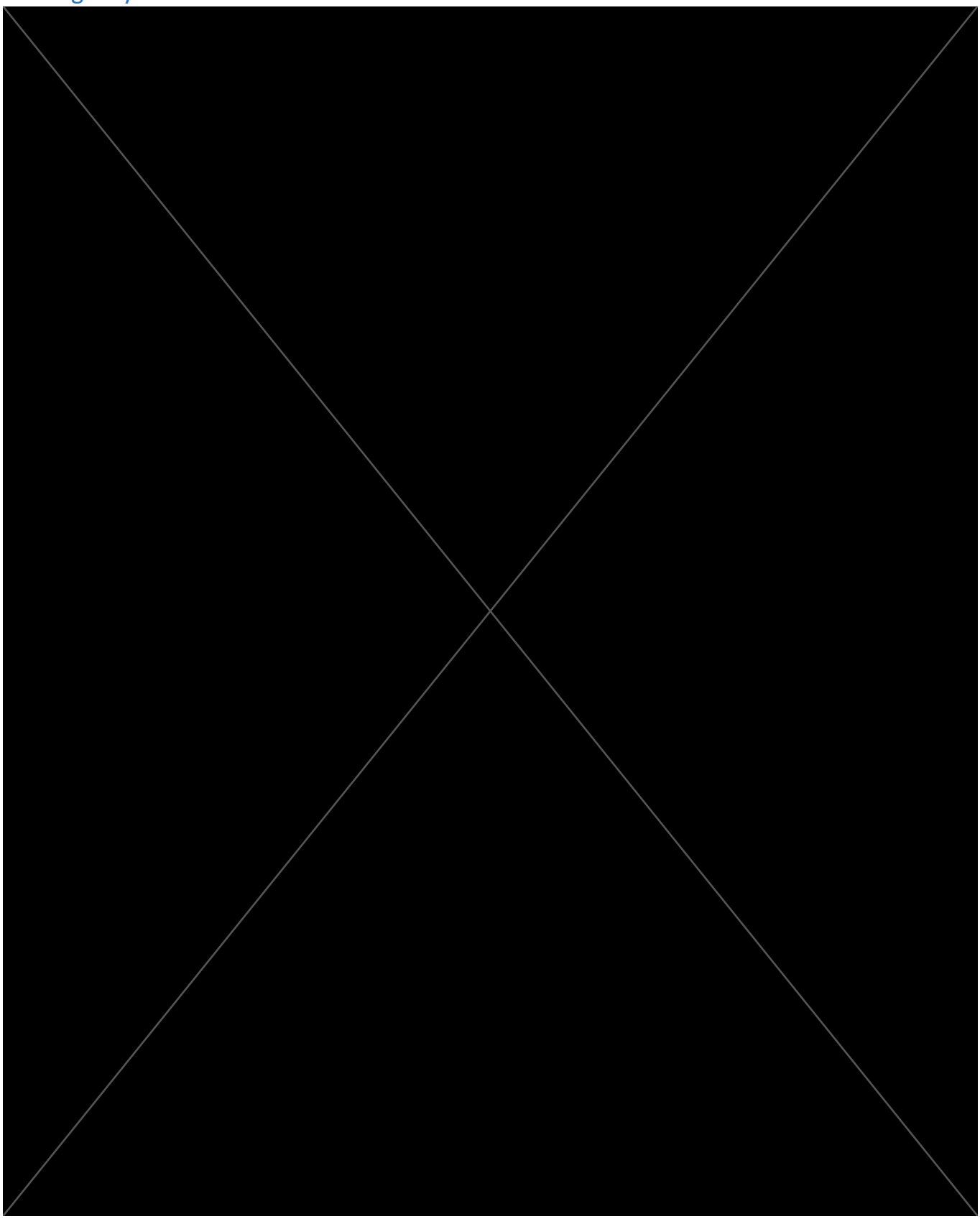
Emergency Drill Evaluation

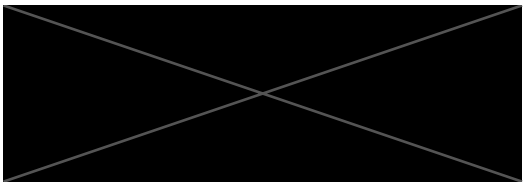
MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar





PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

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

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.

- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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 and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to 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.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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 and Forms | County of Orange Social Services Agency
- 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).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
   - Report and sign in at the office.

- Be provided with a visitor's badge.
- Be prepared to provide identification to school personnel.
- Respect school rules.

3. Exterior Door Management:
   - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
   - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
   - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
   - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
     - Notify the office of the situation.
     - Follow the person if possible and continue to give notice of the violation of school rules.
     - Notify the police or call 911.
7. Building-Wide Notification Plan:
   - In case of an intruder(s), the office should activate a building-wide notification plan:
     - Make a PA announcement using predetermined code phrases.
     - Instruct classroom doors to be closed.
     - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communcaiton. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.

- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

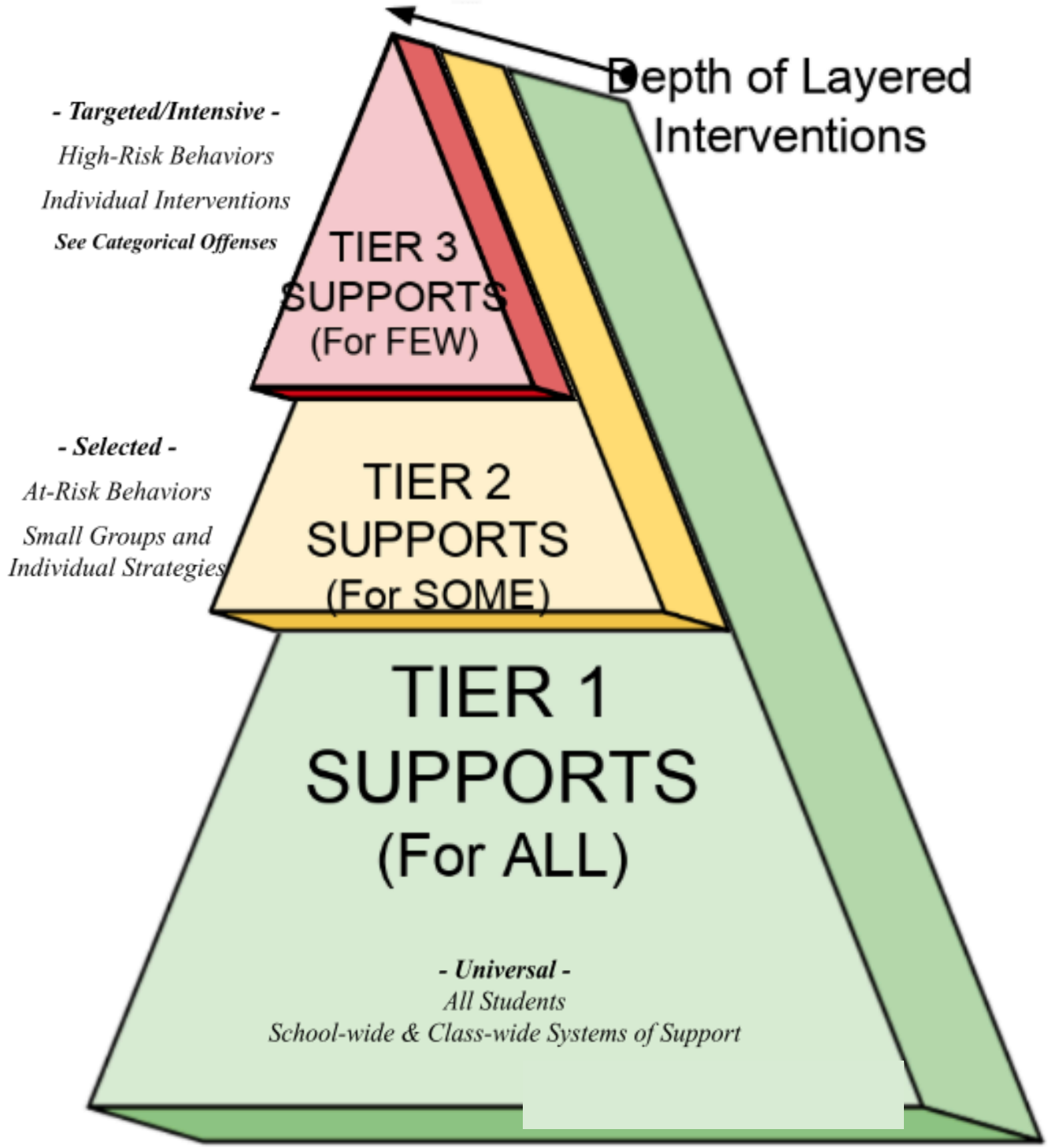
MPS maintains as a priority reinforcing positive behavior through intervention support. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family, and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

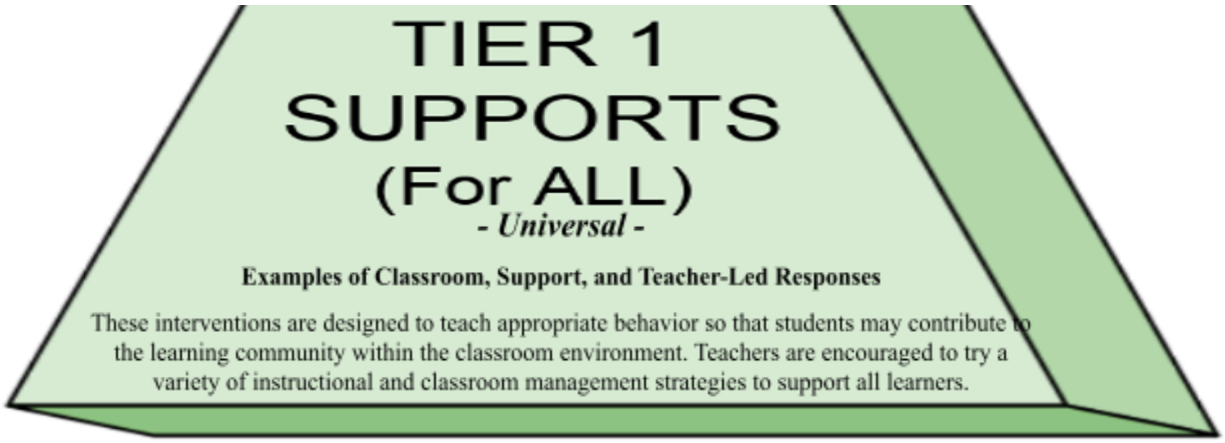
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each 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, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

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 and causes a substantial disruption to the normal operation of the School. 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 causes a substantial disruption to the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of students to lawful student expression, as outlined in the “MPS Student Freedom of Speech/Expression Policy” available in the office of each MPS school.

The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

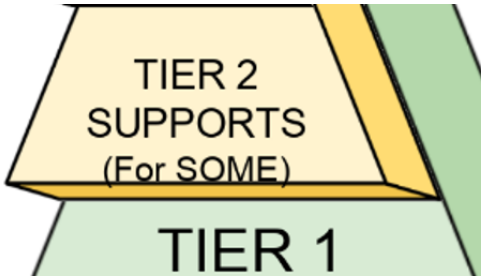
Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• 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	✔ 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

MAGNOLIA PUBLIC SCHOOLS

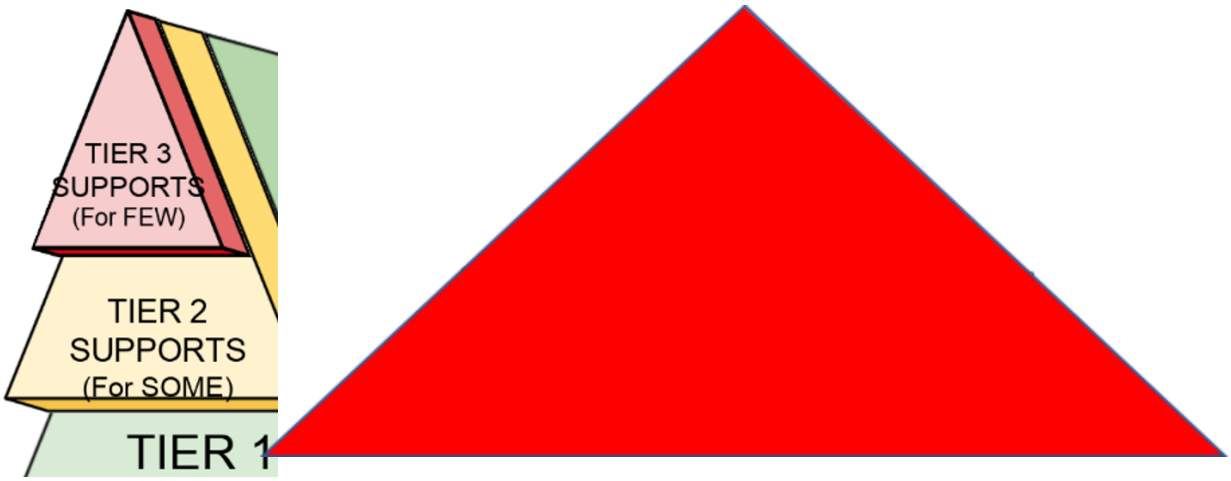


- Selected -

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
• 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	✔ 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
• 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	✔ 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

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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 school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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.

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

MPS school staff has committed itself to encouraging and supporting 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 in 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.

Alternatives to Suspension and/or Expulsion

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The 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 school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and the progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS 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 reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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.

Grounds for Suspension and Expulsion of Students

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: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
(d) An act of cyber sexual bullying.
(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

   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 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 the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). 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/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator 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 of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 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.

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

   In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. **Suspension Appeals**

   Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made in writing 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 of at least one school administrator (serves as procedural advisor), 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 and will be delivered to the parent/guardian in a written response. 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.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

It is preferable 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. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

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 or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian 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 the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MPS' 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 and/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.

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of 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 recommendation 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 Administrative 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 expelled 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 their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense 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 with MPS
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

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

Expulsion Appeals

In order 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 being informed 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 fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and MPS. That decision shall be final.

Interim Placement

MPS shall be responsible for the appropriate interim placement of students during and pending the completion of the MPS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA/District**
   The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. **Procedural Safeguards/Manifestation Determination**
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
    a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
    b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

    If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

    If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
    a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
    b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
    c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

    If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. **Due Process Appeals**
The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

    When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

    In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to

others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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 winfully 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

Title IX

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[1] MPS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in MPS's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by MPS to provide an aid, benefit, or service under MPS's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from MPS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

[1] MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- The degree to which the conduct affected the complainant's ability to access MPS's education program or activity;
- The type, frequency, and duration of the conduct;
- The parties' ages, roles within MPS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
- The location of the conduct and the context in which the conduct occurred; and
- Other sex-based harassment in MPS's education program or activity.

- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
  - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - The length of the relationship;
    - The type of relationship; and
    - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
  - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
  - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
  - Shares a child in common with the victim; or
  - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
  - Fear for the person's safety or the safety of others; or
  - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

- Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, 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 or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) MPS's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to MPS that objectively can be understood as a request for MPS to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of MPS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom MPS has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated MPS's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to MPS's education program or activity, including measures that are designed to protect the safety of the parties or MPS's educational environment; or (2) provide support during MPS's grievance procedures or during an informal resolution process.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure MPS's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes MPS from requiring an employee or other person authorized by MPS to provide aid, benefit, or service under MPS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at MPS, if any, can be found on the MPS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether MPS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents MPS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing,

or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or MPS's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the predetermined complaint officer for the MPS Board:

Fiorella Del Carpio

Chief People Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

fdelcarpio@magnoliapublicschools.org

The appeal decision maker, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of MPS's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;

- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by MPS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. MPS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

MPS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in MPS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

MPS allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

MPS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to

witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.[2] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, MPS will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

MPS may dismiss a complaint if:

- MPS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in MPS's education program or activity and is not employed by MPS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and MPS determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- MPS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, MPS will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

[2] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable MPS policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the
  date(s) and location(s) of the alleged incident(s), to the extent that information is available to MPS;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if MPS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by MPS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless MPS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone
  other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to
  prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

MPS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find MPS's determination unsatisfactory, the party may, within five (5) business days of notice of MPS's determination, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or
notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by MPS including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

No party, witness, or other person participating in MPS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on MPS's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

MPS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the MPS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and

- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to MPS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of MPS's obligations under:
    - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
    - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide MPS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any MPS leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

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 employees,

Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing MPS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions MPS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. MPS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

MAGNOLIA PUBLIC SCHOOLS
TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4853-7361-5053, v. 1

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[3]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[3] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [4] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[4] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

MAGNOLIA PUBLIC SCHOOLS

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodations for Pregnant and Parenting Pupils;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development;
    - Compensatory Education;
    - Consolidated Application;
    - Course Periods without Educational Content;
    - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
    - Every Student Succeeds Act;
    - Local Control & Accountability Plans (LCAP)/LCFF;
    - Migrant Education;
    - Physical Education Instructional Minutes;
    - Pupil Fees;
    - Reasonable Accommodations to a Lactating Pupil;
    - Regional Occupational Centers and Programs;
    - School Plans for School Achievement;
    - School Safety Plans;
    - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

> California Department of Education
> 1430 N Street
> Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #:

_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: 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 Suspected 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- 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.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- 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.

Dress Code/Uniforms

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. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **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 you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
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. 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.

<u>Undergarments</u>
All undergarments, including bras, boxer shorts, etc., should not be visible
<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or 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 shirt may not hang out of sleeves.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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MAGNOLIA PUBLIC SCHOOLS

FOOTWEAR	• For all footwear including "athletic" footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.) • Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white. • No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.	**Shoes** • Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces 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 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 collar of 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 undo 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. o No brightly colored or glitter eye shadow, or blush. o Mascara and eyeliner should be minimal. o Lipstick should be a natural color. o Earrings must be studs or one (1) inch hoops and worn on earlobe.
PE UNIFORM	• **Top:** Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE. • **Bottom:** Properly fitting navy shorts. Waist size of shorts must be appropriate to student's waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides **Footwear:** Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)	
OUTERWEAR	• Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue. **For colder weather** • Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo. • Sweatshirts and jackets must be solid white, gray, black, or navy-blue.	

Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school's administration
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based

resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.

      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)

Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt

reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.

- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.

- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.

- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.

- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The

collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.

- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:
- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:
- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:
- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:
- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: sacar@magnoliapublicschools.org or 323-826-3925. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other

important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

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 the 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.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or 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 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

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 or designee.

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 were taken by the school.

- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

MAGNOLIA PUBLIC SCHOOLS

Schoolwide Supporting Documents

ORCHARD ACADEMIES
2024-25 SCHOOL SITE MANAGEMENT
ORGANIZATION CHART

SEARCH & RESCUE		SEARCH & RESCUE		SEARCH & RESCUE	
TEAM 1 (Magnolia 2A)	**ROOMS**	**TEAM 3 (Arts & Media 2B)**	**ROOMS**	**TEAM 5 (Global 2C)**	**ROOM**
1. Mr. Uribe (Lead) 2. I. Rodriguez 3. A. Roman 4. T. Santos	D106, D107 D108, D109 D110, D111 D112, D113 D114, E101 E104, E105 E106, E107 E102, E103 E125	1. J. Rivera 2. Armando C. 3. I. Franco (Lead)	D210, D209 D208, D212 D207, D212 D206, D213 D204, D214 E201, E222 E204, E205 E206, E203 E202, E207	1. Lawler (Lead) 2. A. Tenorio 3. H. Palomera	D310, D309 D308, D312 D307, D312 D306, D313 D304, D314 E301, E322 E304, E305 E306, E303 E302, E307
	Workroom E125 All 1st Floor Faculty and Student Restrooms		Workroom E125 All 2nd Floor Faculty and Student Restrooms		Workroom E325 All 3rd Floor Faculty and Student Restrooms
TEAM 2 (Magnolia 2A)		**TEAM 4 (Arts & Media 2B)**		**TEAM 6 (Global 2C)**	
1. J. Sandoval (Lead) 2. S. Meza 3. M. Guttierez 4. R. Fernandez	**Bldg. C 2nd Floor:** Library and RRs C207 C203 C202	1. M. Hough (Lead) 2. M. Bravo 3. Jessica A.	**All Building A:** Kitchen Walk in Fridges Storage Rooms Offices Faculty Dining	1. Melendez (Lead) 2. G. Magana 3. Medel	**Bldg. C 1st Floor:** Welcome Center and all Offices C104-C121) All Restrooms
	All Building B: Boys & Girls Locker Rooms Gym MPR Bldg. B Restrooms		Building A Restrooms		Parent Center (C128) Magnolia (C129) Book Room (C130)
Security/Utilities		**First Aid/Medical**	**Crisis Team**	**Request Gate**	**Reunion Gate**
J.Escarzaga A.Cabadas C. Gonzalez		1. Nurse-. 2. M. Lopez (2A) 3. S. Herrera (2A) 4. J. Miranda (2B) 5. Wendy M. (2B) 6. B. Torres (2C)	1. A. Tena (2A) 2. A. Cruz (2A) 3. G. Guerrero 4. A. Flores) (2B) 5. Y. Gomez (2B) 6. Llamas (2C) 7. I. Ruiz (2C)	1. K.Mendoza (2A) 2. N. Dipp (2A) 3. A.Ayala (2A) 4. Rosario (2B) 5. L. Galindo (2B) 6. Y. Herrera (2C) 7. M. Robles (2C)	1. D. Zendejas (2A) 2. C. Rodriguez (2A) 3. L. Acosta (2A) 4. Patricia D. (2B) 5. Coronado (2B) 6. H. Garcia (2C) 7. S. Rodriguez (2C)
Incident Command Center (ICC) & Safety Coord.	**Public Information Officer**	**Search Team Leads**	**Assembly Area Team**	**Emergency Bins**	**Runners:** ALL TA's are to report to the request gate.
1. N. Meza (2C) 2. W. Sequeira (2B) 3. Acar/Prado (2A)	N.Meza/J. Gurubel (2C) W. Sequeira (2B)	D.Boagni (2A) M. Chavez (2B) J. Gurubel (2C)	M.Mendoza (2A) R. Acosta (2B) D. Acosta (2C) S Melendez (2C)	J. Escarzaga	

Emergency Evacuation Procedures:

Search & Rescue Teams - After taking attendance inform the teacher next to you and report to the emergency bins and wait until your team has assembled. Clear your area and report "Search and Rescue Team # All Clear" to **D. Boagni, J Gurubel and Mr. Chavez**

Command Center – Ensure that all students, teachers, and staff are accounted for and will be cleared by **W. Sequeira, S.Acar, N. Meza** *Campus Aides, Custodial Staff, Cafeteria Staff, Request Gate* and *Reunion Gate Personnel* will report to Command Center

Triage – First Aid/Medical and Crisis Team personnel need to report to **Nurse, J Miranda and PSW Llamas-Meneses.**

Security/Utilities – Secure gates and entry points – Shutdown: gas, electrical, and water when necessary. Teachers are to Complete the Drill/Emergency Status Report and submit it to the Incident Command Center.

Teachers that do not have a class during a drill/emergency are to report to the Assembly Area for student supervision. **Last Updated: 12/09/2024**

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

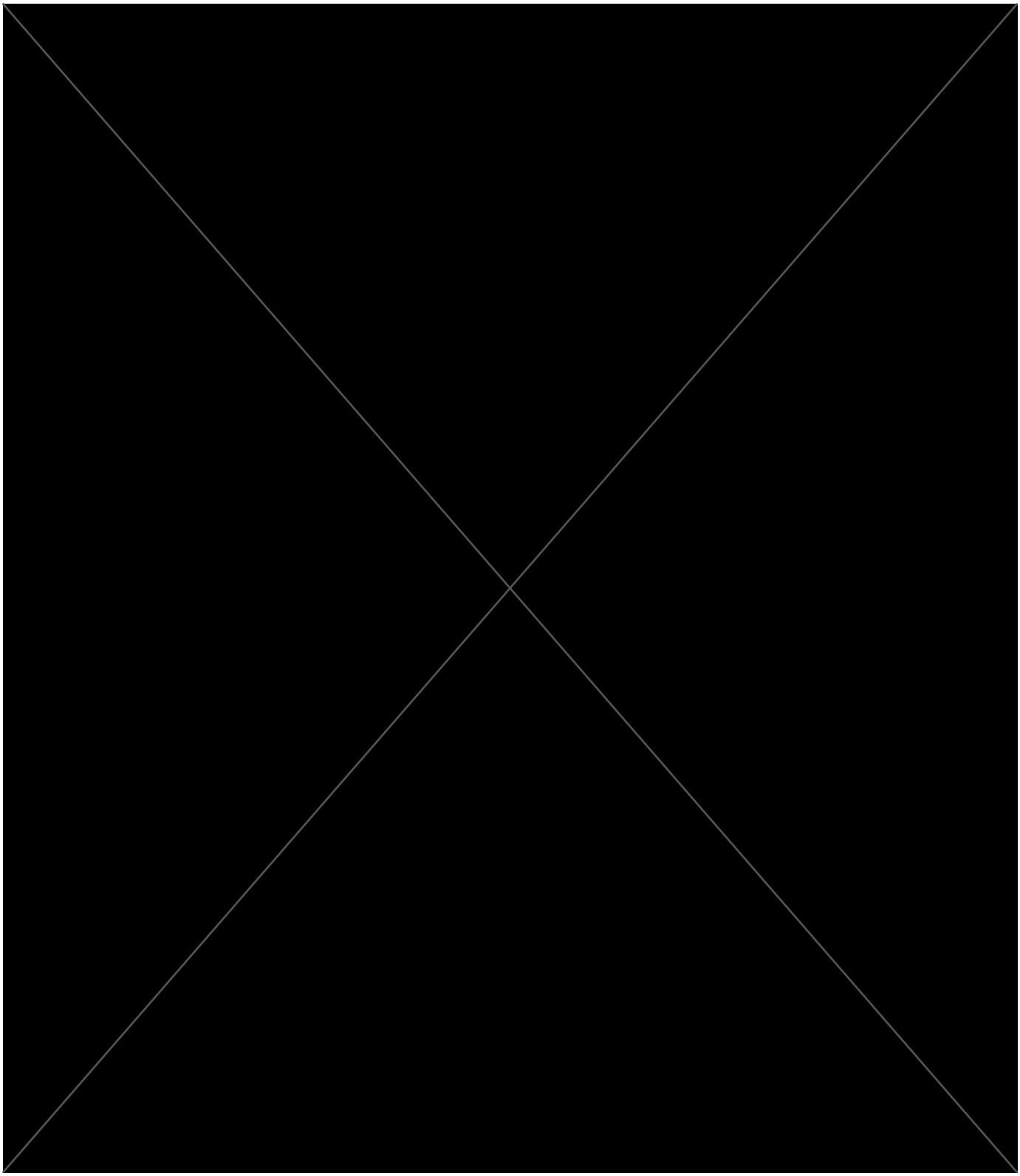
Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

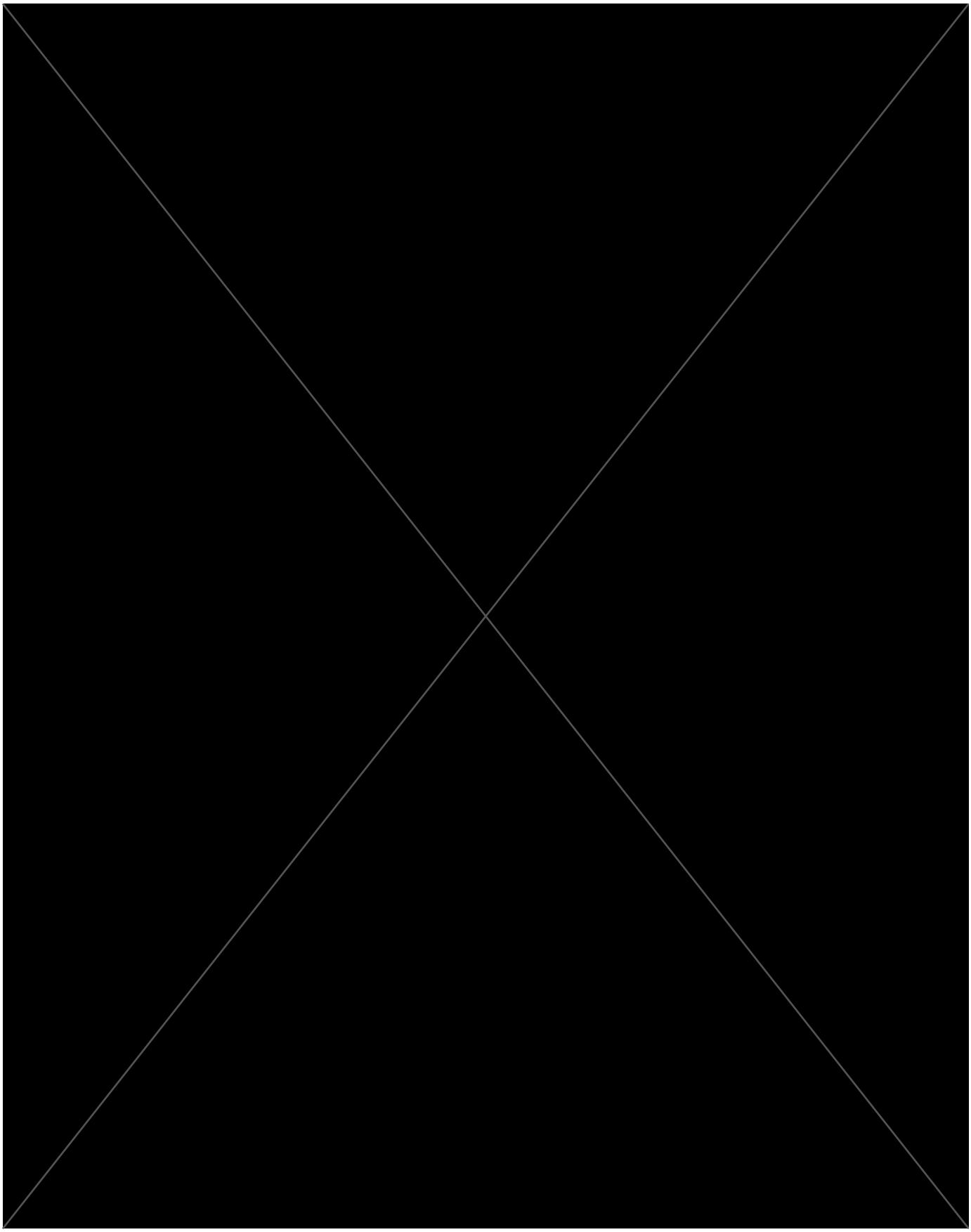
Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

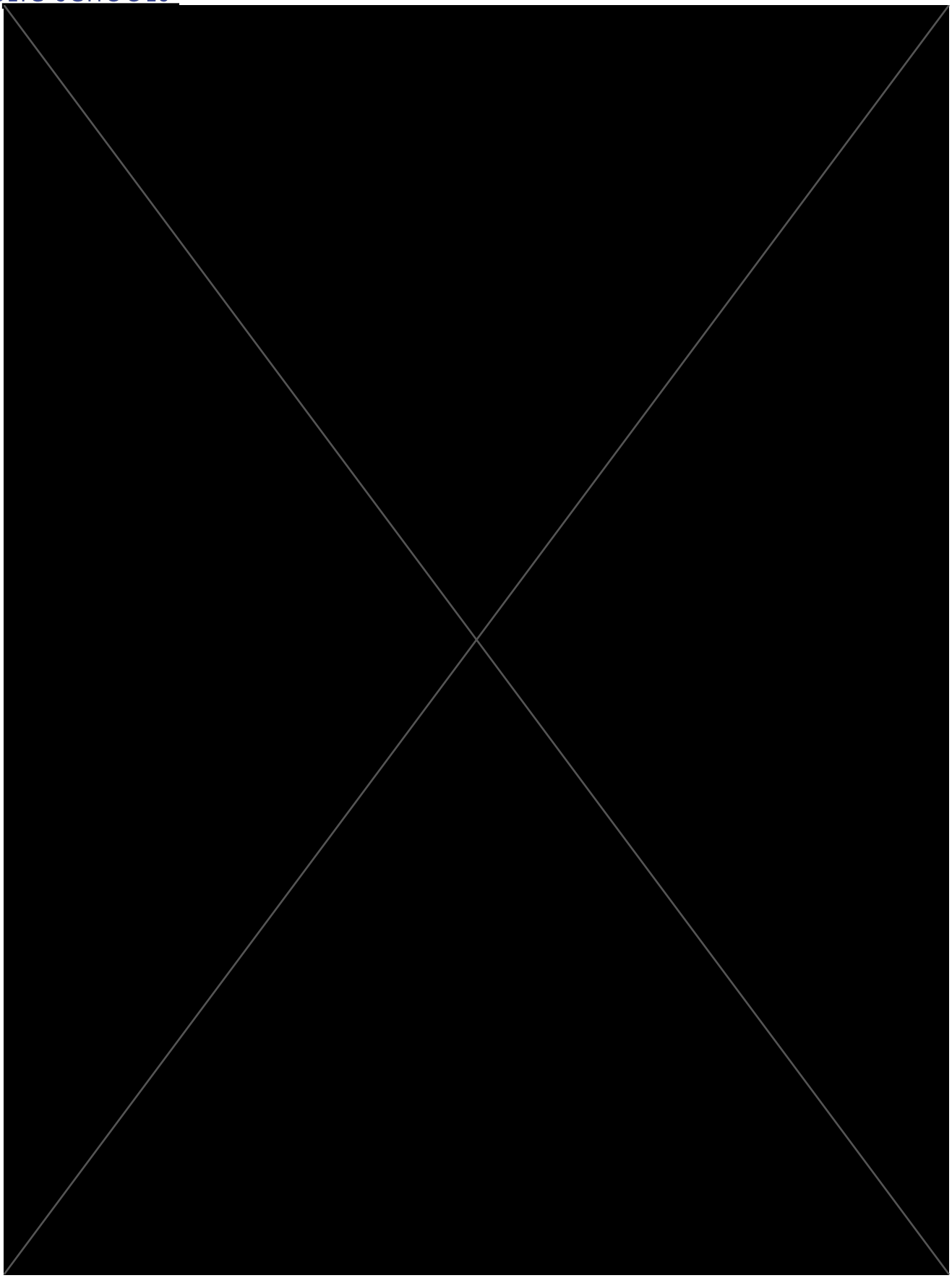
Safe School Plan Quick Reference Guide

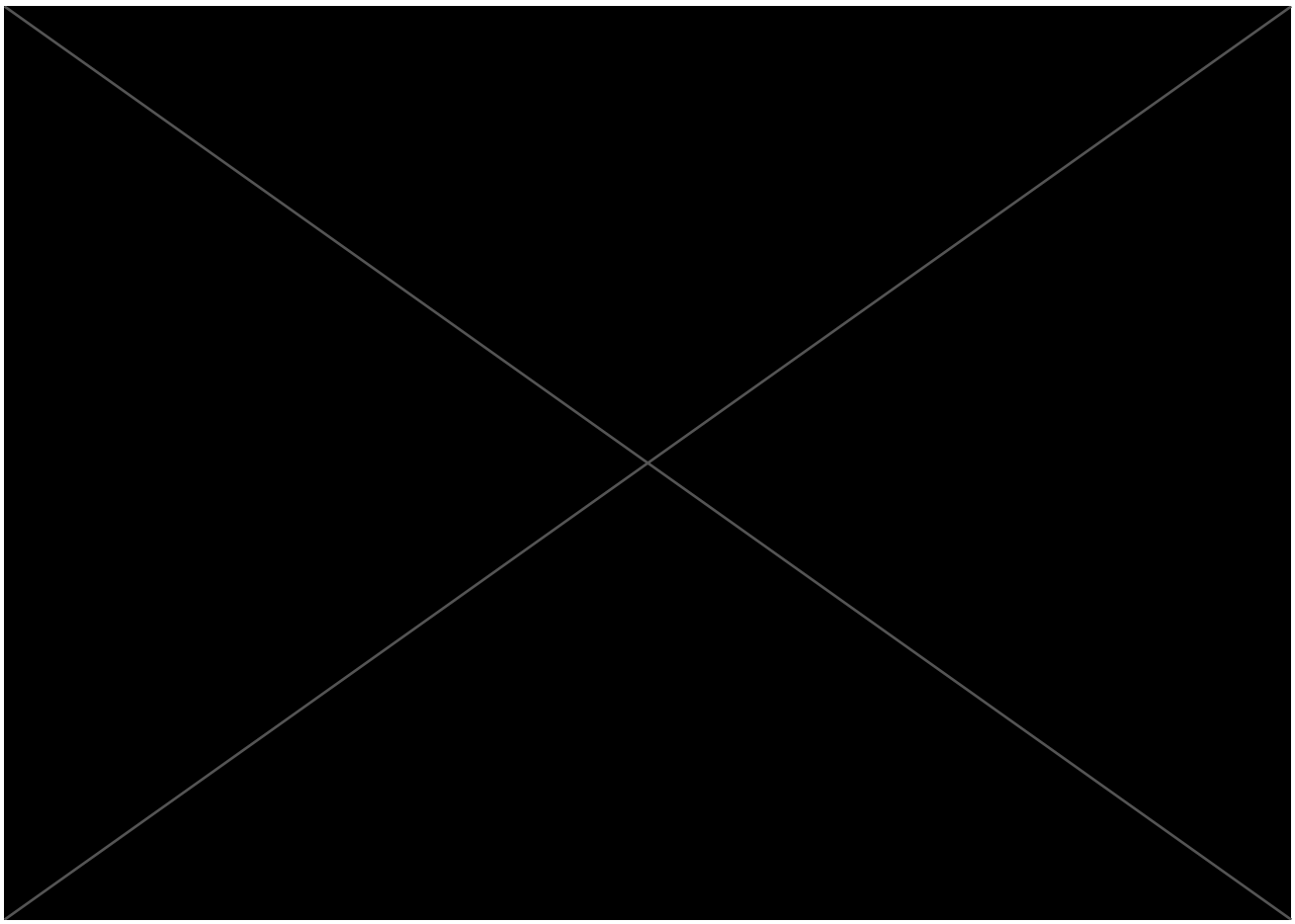
Magnolia Science Academy- Bell
MAGNOLIA PUBLIC SCHOOLS

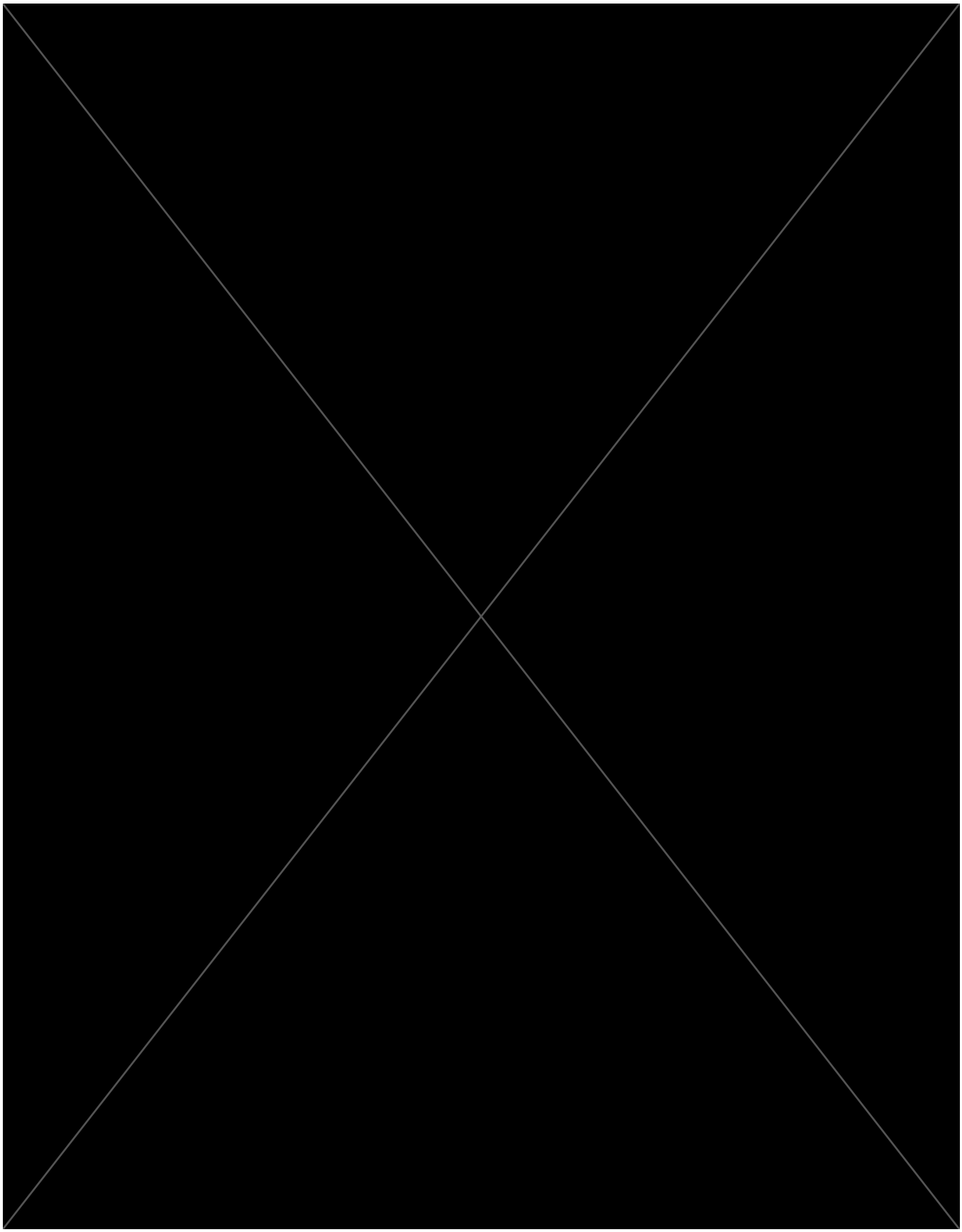
Suat Acar, Principal
6411 Orchard avenue
Bell, Ca 90201
323-826-3925
sacar@magnoliapublicschools.org

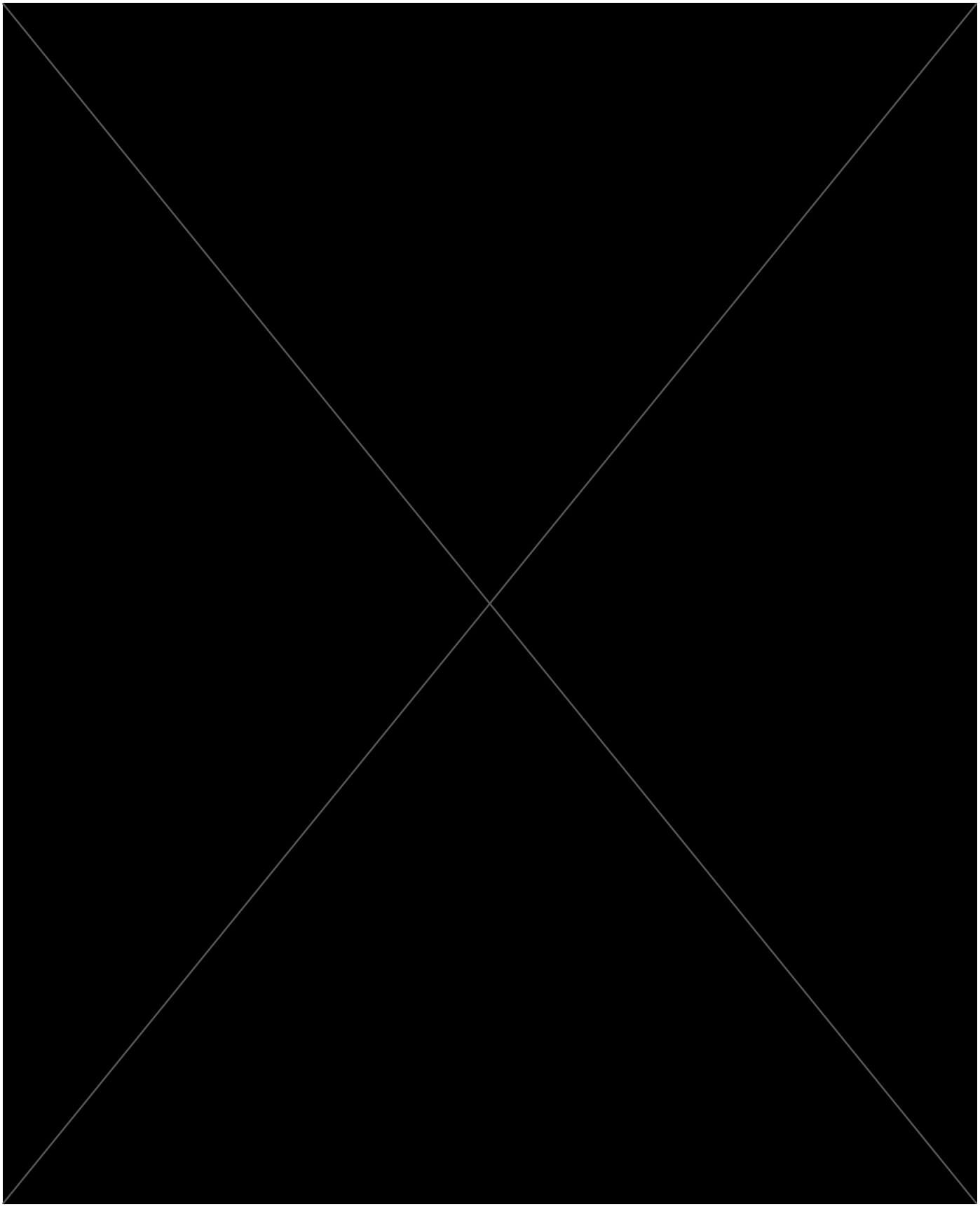


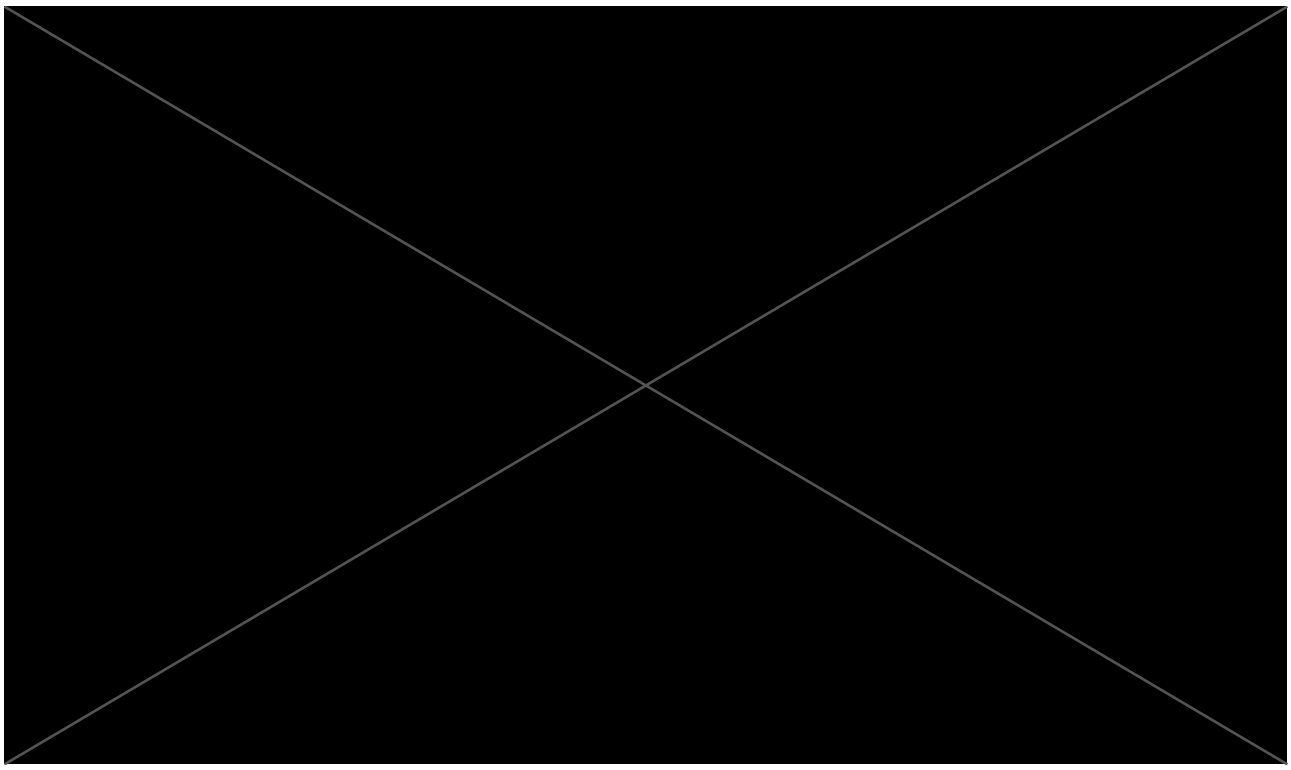












School Safety Plan

Magnolia Science Academy - Santa Ana
MAGNOLIA PUBLIC SCHOOLS

Steven Keskinturk, Principal
2840 West 1st Street Santa Ana, CA 92703
Phone: 714-479-0115
Email: skeskinturk@magnoliapublicschools.org

A meeting for public input was held on December 6th, 2024

Plan Revised January 22nd, 2024

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 3rd, 2025

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-Santa Ana's
School Safety Plan
2025-2026

MSA-Santa Ana's Parent Advisory Committee certifies that it has reviewed and participated in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]		

Parent Advisory Committee/Safety Planning

Name	Title	Contact Email
Steven Keskinturk	Principal (Secondary)	skeskinturk@magnoliapublicschools.org
Ibrahim Bayraktar	Certificated - Secondary	ibayraktar@magnoliapublicschools.org
Candice Zakka	Certificated - Elementary	czakka@magnoliapublicschools.org
Ben Juarez	Classified - School Community Liaison	bjuarez@magnoliapublicschools.org
Aracely Vargas	Parent	[redacted]
Holga Martinez	Parent	

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.

About our School as a Safe Place to Learn

What is the vision of a school that is a safe place to learn? What does the parent advisory committee want the school to look like?

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

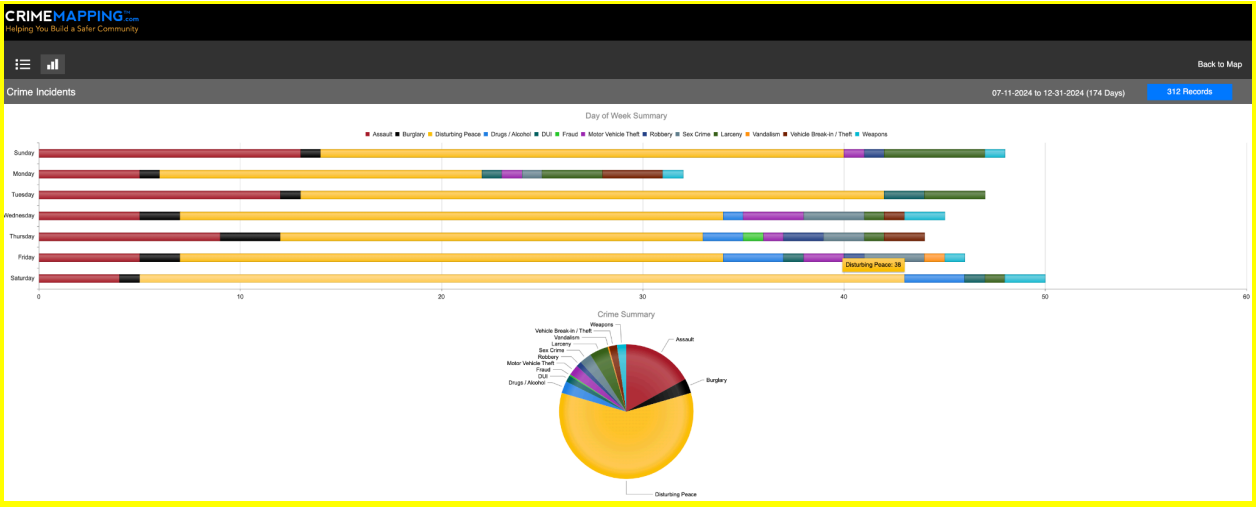
Assessment of Data

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 92703 from 7/2024 to 12/2024:

Type	Number
Total Crimes during time period	312
Top #1	Disturbing the Peace
#2	Assault
#3	Vandalism



This data is represented by the following graphic pulled from source website:
https://crimemapping.com/map/location/90201,%20Bell,%20CA,%20USA?id=dHA9MCN0dj02NTEyODNhZSNsb2M9MTE2NTYwNiNsbmc9NTUjcGw9NjY3MDg0I2xicz0xNDo0MTMxMjkwI2xuPUVhZ2xlTG9jYXRvcg==

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on December 1, 2023. The following data was reviewed:

	2021-22	2022-23	2023-24	Currently as of 12/1/2024
Suspension Data Out-of-School	11	6	18	5
Suspension Data	1	1	0	0

In-School				
Expulsion Data	1	0	4	0
Office Discipline Referrals ODRs	10	3	10	5
Average Daily Attendance (ADA) Rate	97%	94.11%	94.2%	97.75%
Chronic Absenteeism Rate	7.1%	5.89%	15.1%	9.46%
Graduation Rate	92.7%	100%	100%	N/A

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, 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: Educational Partner Surveys

Component 2: LCAP - Goal 2: Action 3

Goal(s):

- Objective: MTSS - Academic enrichment, intervention, and student support
- Related Activities: Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality

differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

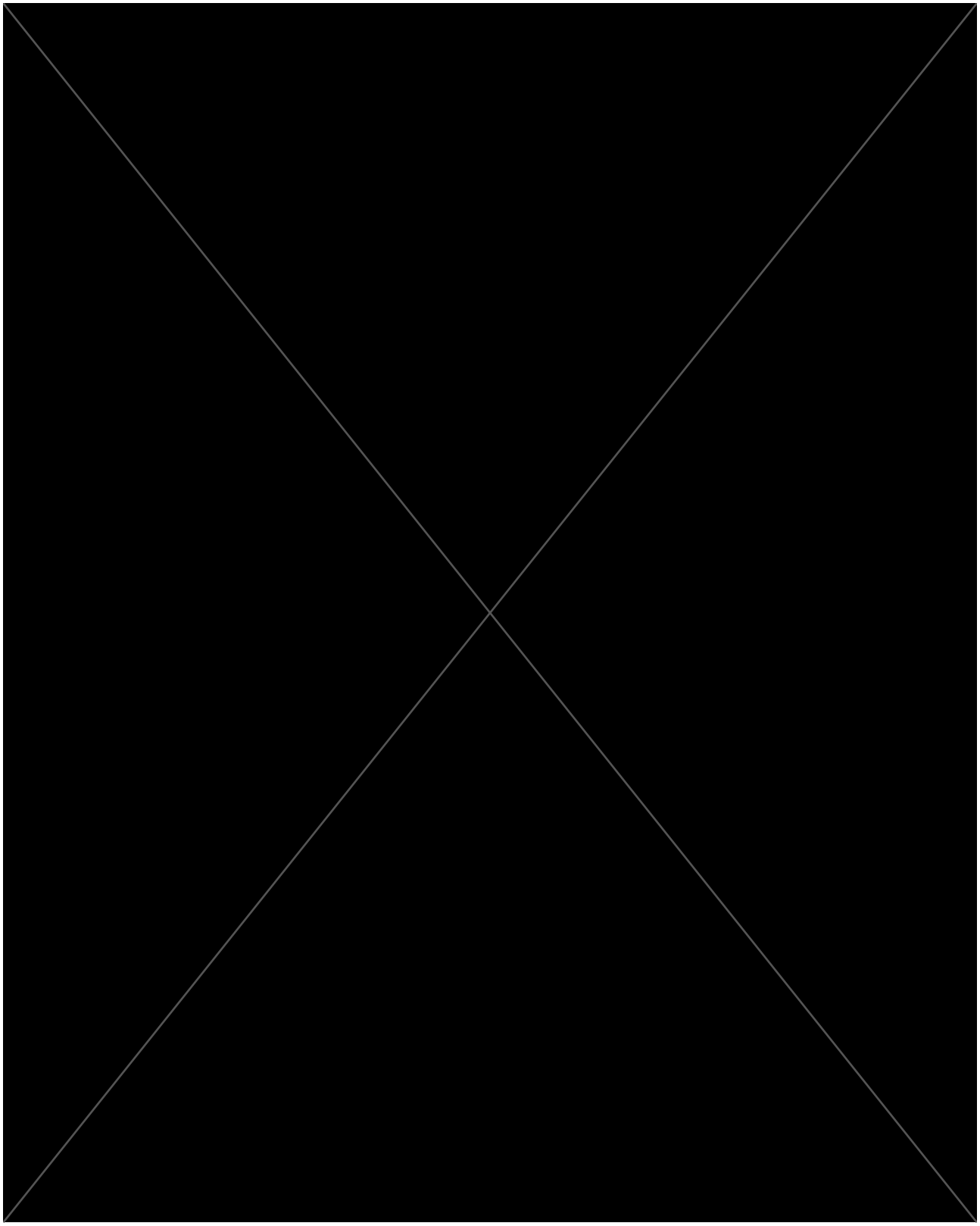
- Resources needed: Continued PBIS implementation and support from internal and external resources
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Admin meetings to update, monitor, and adjust progress.

Component 3: LCAP - Goal 4: Action 3

Goal(s):

- Objective: MTSS - PBIS and SEL support
- Related Activities: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.
- Resources needed: Continued PBIS implementation and support from internal and external resources
- Person(s) responsible for implementation: Mr. Philipsen - Dean of Students and the Admin Team
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Admin meetings to update, monitor, and adjust progress.

School Maps



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:

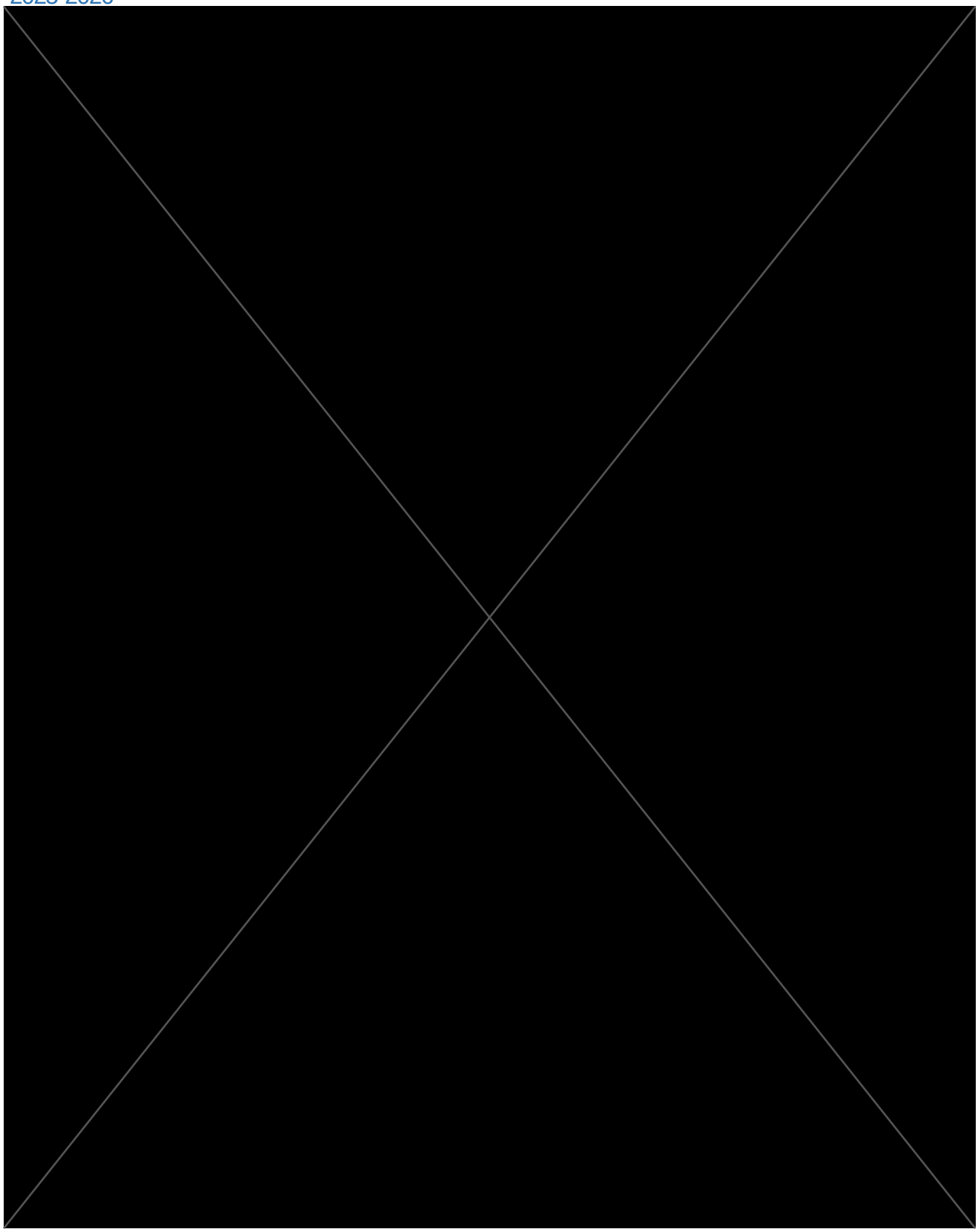
Emergency Drill Evaluation

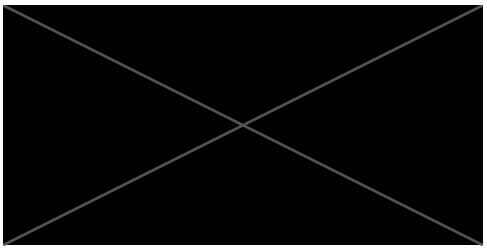
MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar
2025-2026





PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

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

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.

- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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 and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to 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.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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 and Forms | County of Orange Social Services Agency
- 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).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
   - Report and sign in at the office.

- Be provided with a visitor's badge.
- Be prepared to provide identification to school personnel.
- Respect school rules.

3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communcaiton. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.

- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

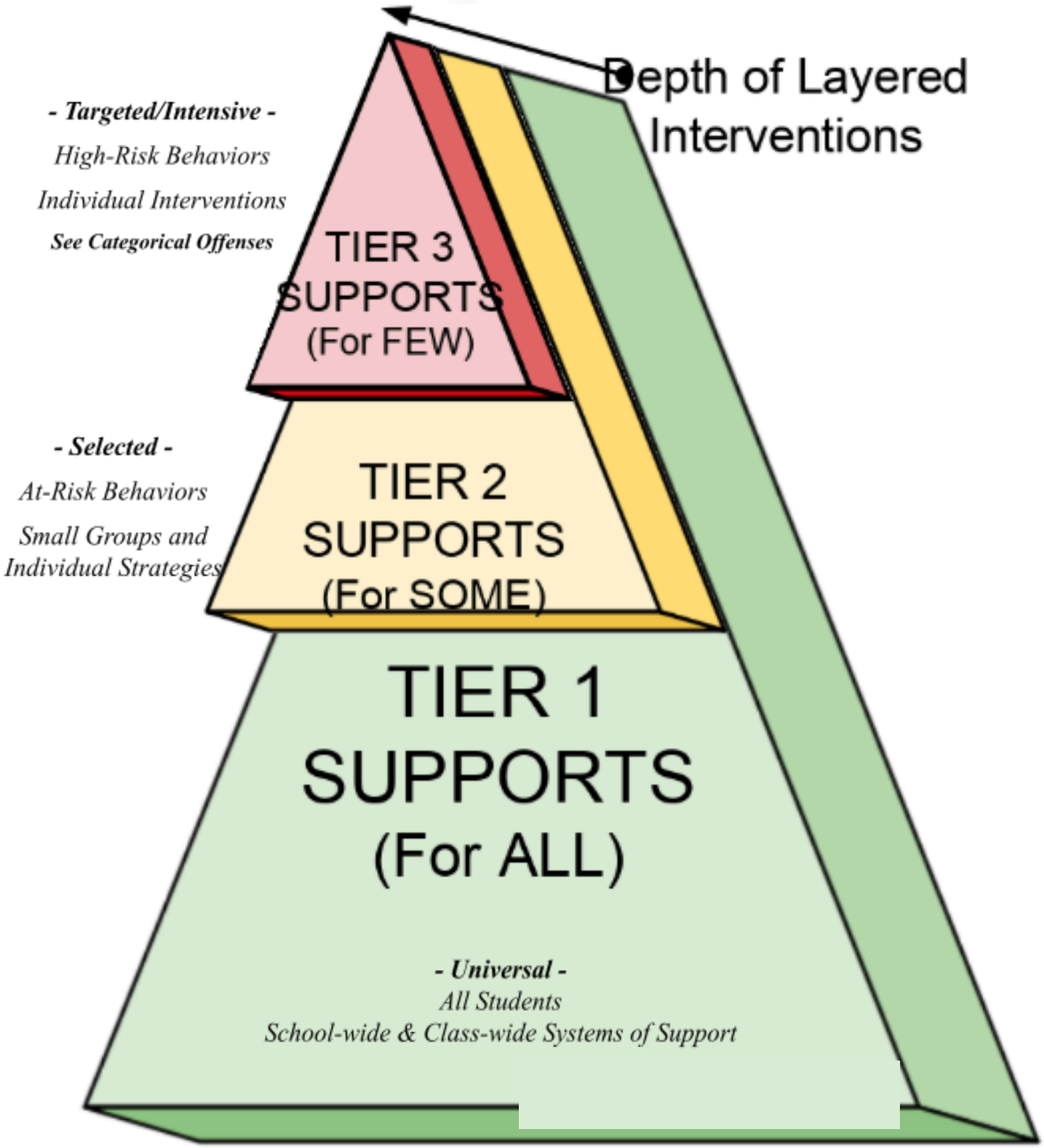
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family, and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

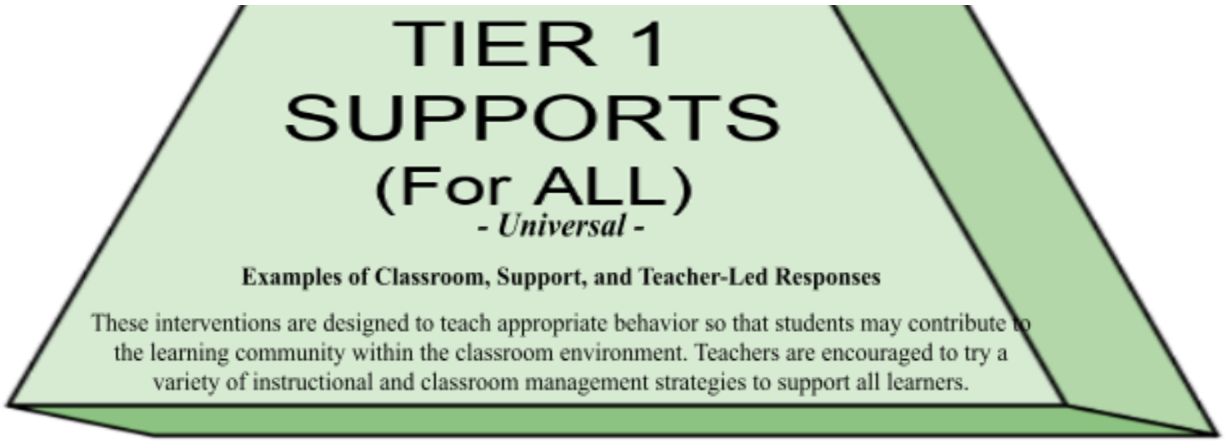
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each 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, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

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 and causes a substantial disruption to the normal operation of the School. 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 causes a substantial disruption to the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of students to lawful student expression, as outlined in the “MPS Student Freedom of Speech/Expression Policy” available in the office of each MPS school.

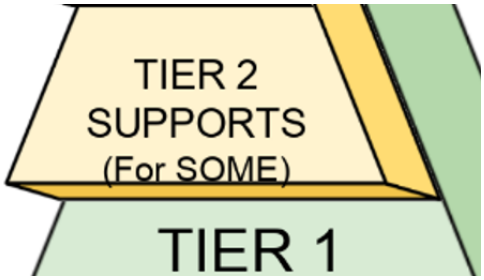
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• 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	✔ 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

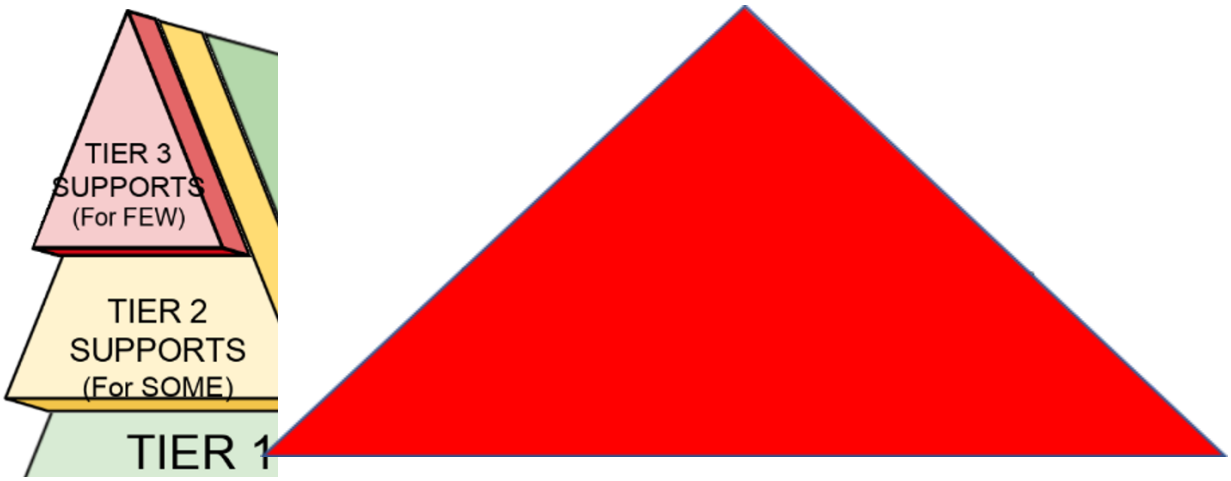


- Selected -

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
• 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	✔ 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
• 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	✔ 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

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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 school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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.

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

MPS school staff has committed itself to encouraging and supporting 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 in 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.

Alternatives to Suspension and/or Expulsion

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The 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 school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and the progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS 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 reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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.

Grounds for Suspension and Expulsion of Students

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: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

   1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
      ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
      iii. Causing a reasonable student to experience substantial interference with their academic performance.
      iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

   2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
      i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
(d) An act of cyber sexual bullying.
(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

   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 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 the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). 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/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator 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 of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 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.

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

   In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. **Suspension Appeals**

   Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made in writing 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 of at least one school administrator (serves as procedural advisor), 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 and will be delivered to the parent/guardian in a written response. 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.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

It is preferable 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. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

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 or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian 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 the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MPS' 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 and/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.

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of 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 recommendation 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 Administrative 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 expelled 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 their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense 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 with MPS
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

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

Expulsion Appeals

In order 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 being informed 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 fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and MPS. That decision shall be final.

Interim Placement

MPS shall be responsible for the appropriate interim placement of students during and pending the completion of the MPS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA/District**
   The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to

others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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 winfully 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

Title IX

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[1] MPS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in MPS's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by MPS to provide an aid, benefit, or service under MPS's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from MPS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

[1] MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

    - The degree to which the conduct affected the complainant's ability to access MPS's education program or activity;
    - The type, frequency, and duration of the conduct;
    - The parties' ages, roles within MPS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
    - The location of the conduct and the context in which the conduct occurred; and
    - Other sex-based harassment in MPS's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
    - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
    - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
        - The length of the relationship;
        - The type of relationship; and
        - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
    - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
    - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
    - Shares a child in common with the victim; or
    - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
    - Fear for the person's safety or the safety of others; or
    - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
    - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, 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 or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) MPS's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to MPS that objectively can be understood as a request for MPS to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of MPS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom MPS has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated MPS's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to MPS's education program or activity, including measures that are designed to protect the safety of the parties or MPS's educational environment; or (2) provide support during MPS's grievance procedures or during an informal resolution process.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure MPS's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes MPS from requiring an employee or other person authorized by MPS to provide aid, benefit, or service under MPS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at MPS, if any, can be found on the MPS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether MPS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents MPS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing,

or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or MPS's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the predetermined complaint officer for the MPS Board:

Fiorella Del Carpio

Chief People Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

fdelcarpio@magnoliapublicschools.org

The appeal decision maker, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of MPS's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;

- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by MPS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. MPS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

MPS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in MPS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

MPS allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

MPS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to

witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.[2] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, MPS will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

MPS may dismiss a complaint if:

- MPS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in MPS's education program or activity and is not employed by MPS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and MPS determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- MPS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, MPS will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

[2] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

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If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable MPS policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the
  date(s) and location(s) of the alleged incident(s), to the extent that information is available to MPS;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if MPS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by MPS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless MPS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone
  other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to
  prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

MPS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find MPS's determination unsatisfactory, the party may, within five (5) business days of notice of MPS's determination, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or
notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by MPS including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

No party, witness, or other person participating in MPS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on MPS's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

MPS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the MPS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and

- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to MPS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of MPS's obligations under:
    - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
    - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide MPS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any MPS leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

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 employees,

Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing MPS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions MPS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. MPS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

MAGNOLIA PUBLIC SCHOOLS
TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

<u>To be completed by MPS</u>:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

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Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[3]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[3] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [4] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[4] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Powered by BoardOnTrack

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodations for Pregnant and Parenting Pupils;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development;
    - Compensatory Education;
    - Consolidated Application;
    - Course Periods without Educational Content;
    - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
    - Every Student Succeeds Act;
    - Local Control & Accountability Plans (LCAP)/LCFF;
    - Migrant Education;
    - Physical Education Instructional Minutes;
    - Pupil Fees;
    - Reasonable Accommodations to a Lactating Pupil;
    - Regional Occupational Centers and Programs;
    - School Plans for School Achievement;
    - School Safety Plans;
    - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

Professional Boundaries: 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 Suspected 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- 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.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- 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.

Dress Code/Uniforms

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. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **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 you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
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. 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.

<u>Undergarments</u>
All undergarments, including bras, boxer shorts, etc., should not be visible
<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or 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 shirt may not hang out of sleeves.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath 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 collar of 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 undo 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.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school’s administration
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based

resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake
- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt

reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.

- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.

- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.

- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.

- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The

collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.

- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:
- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:
- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:
- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:
- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal, Steven Keskinturk.

A report can be sent by a legible written note, by email, or by telephone to the following: skeskinturk@magnoliapublicschools.org. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important

details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

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 the 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.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or 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 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

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 or designee.

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 were taken by the school.

- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

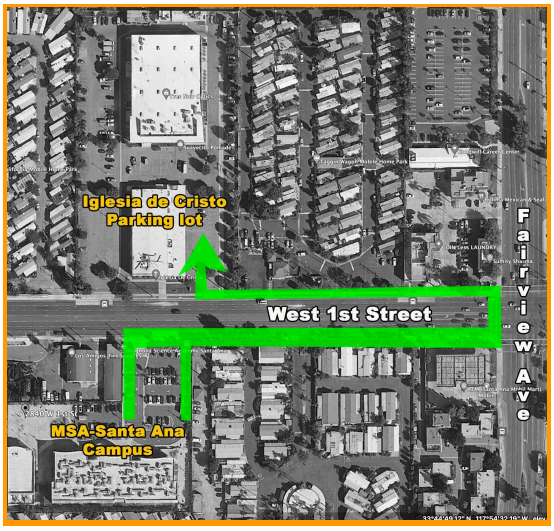
Building Resilience:

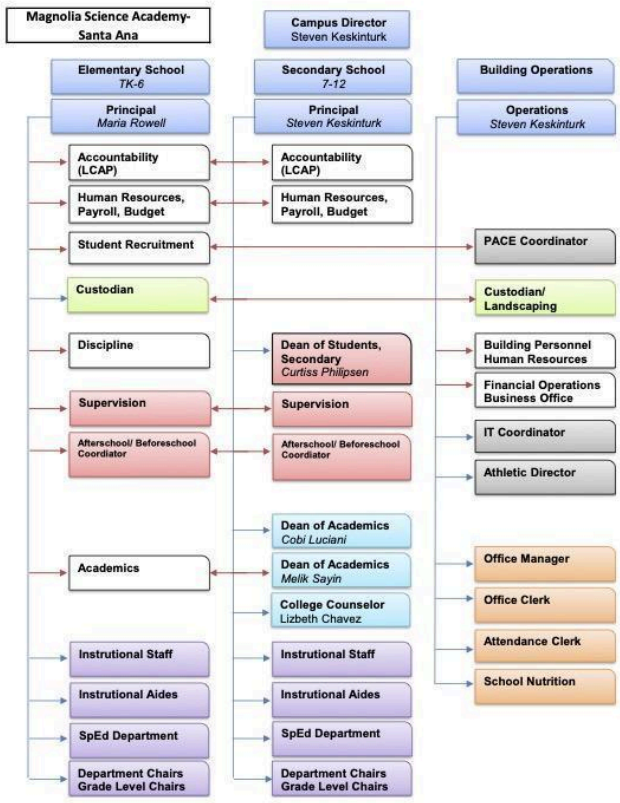
- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents





Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

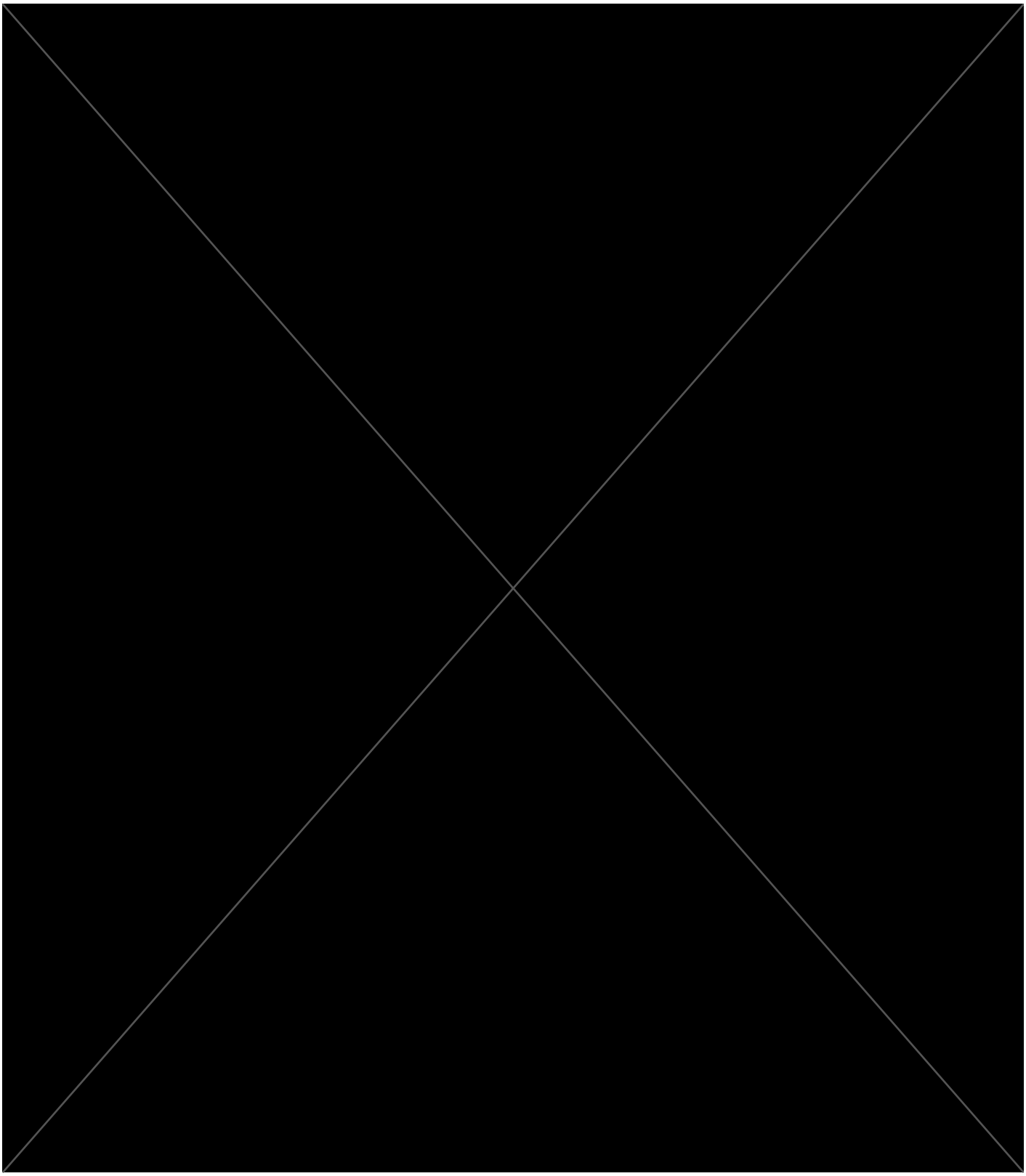
Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

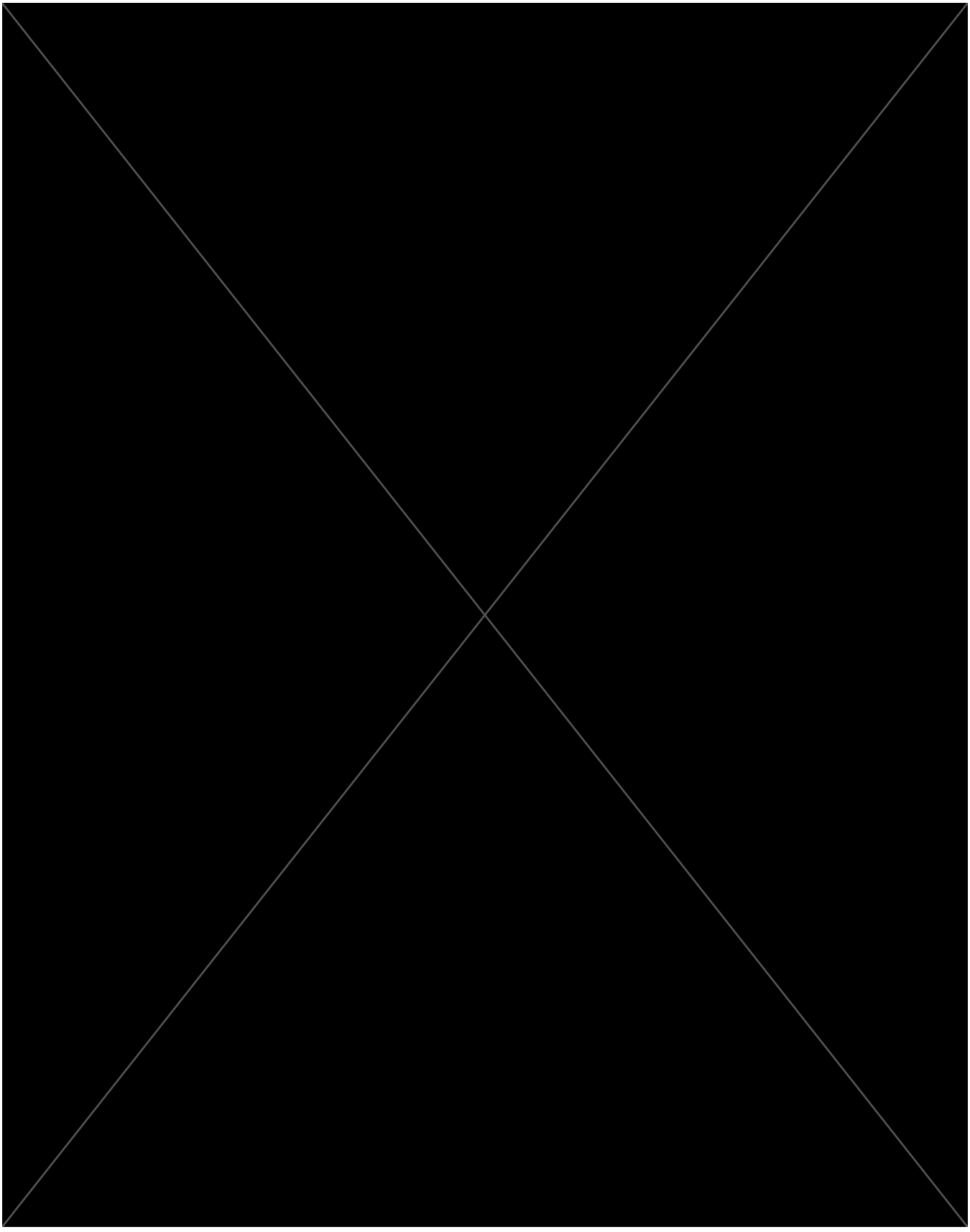
Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

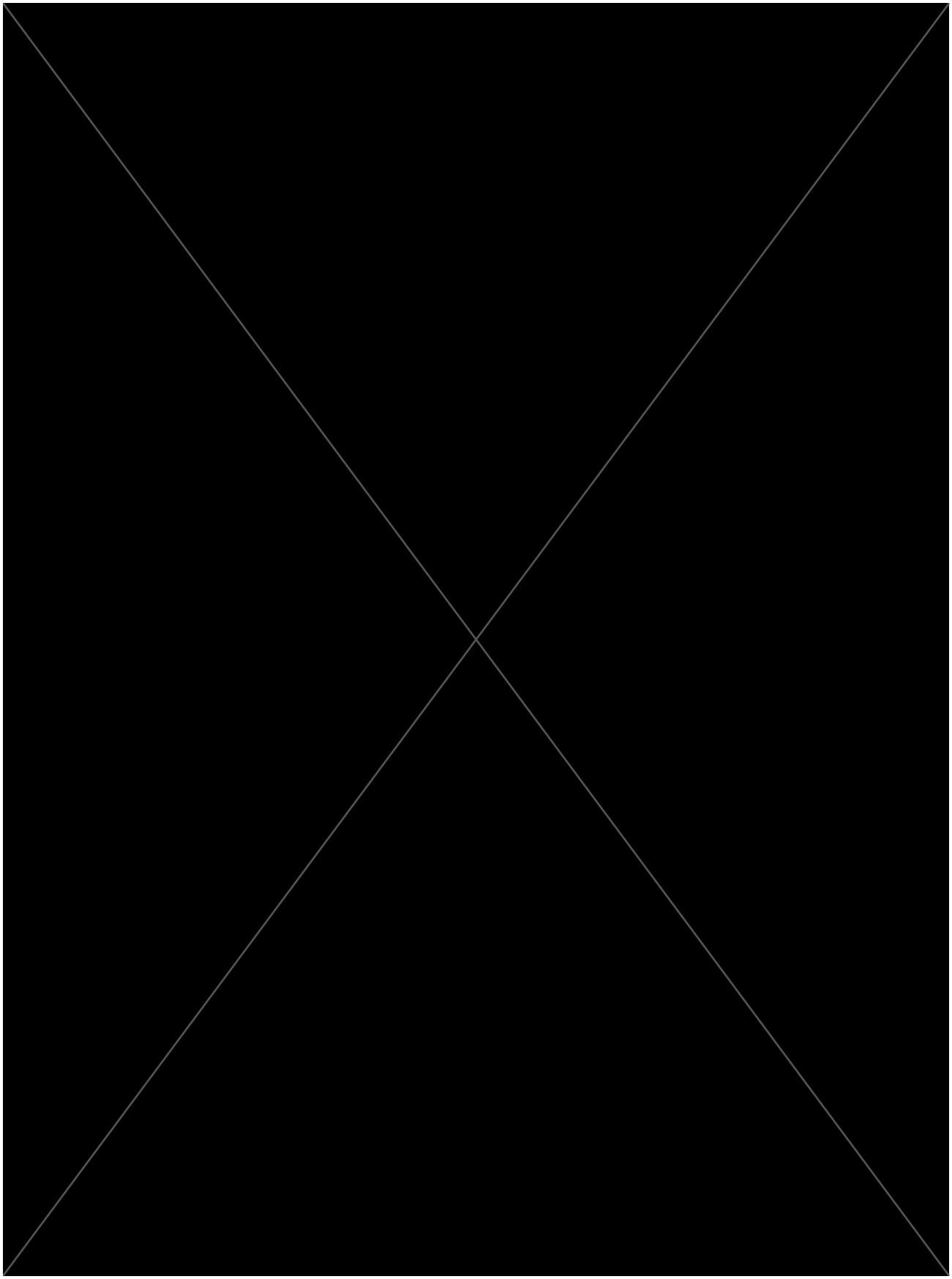
Safe School Plan Quick Reference Guide

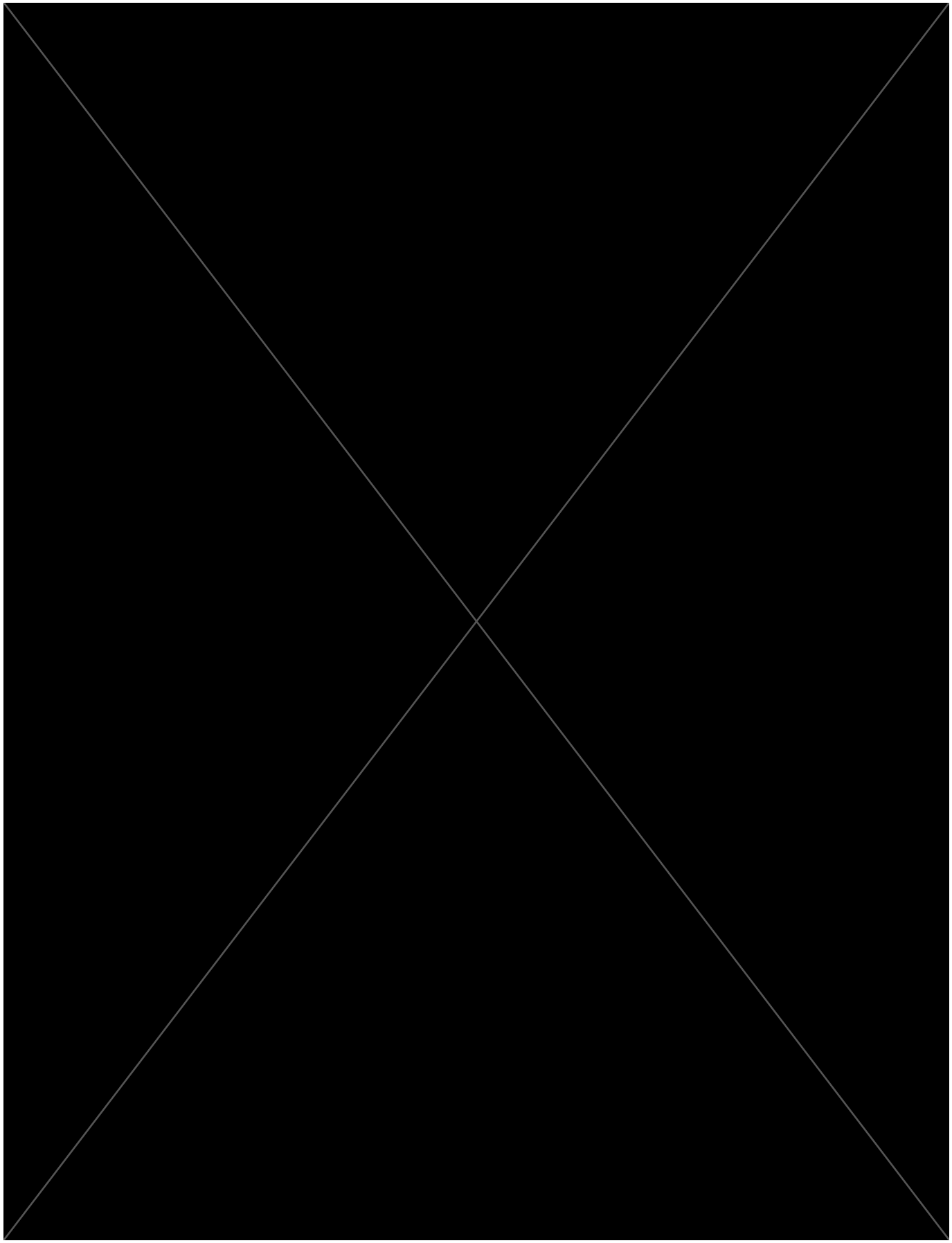
MSA-Santa Ana
MAGNOLIA PUBLIC SCHOOLS

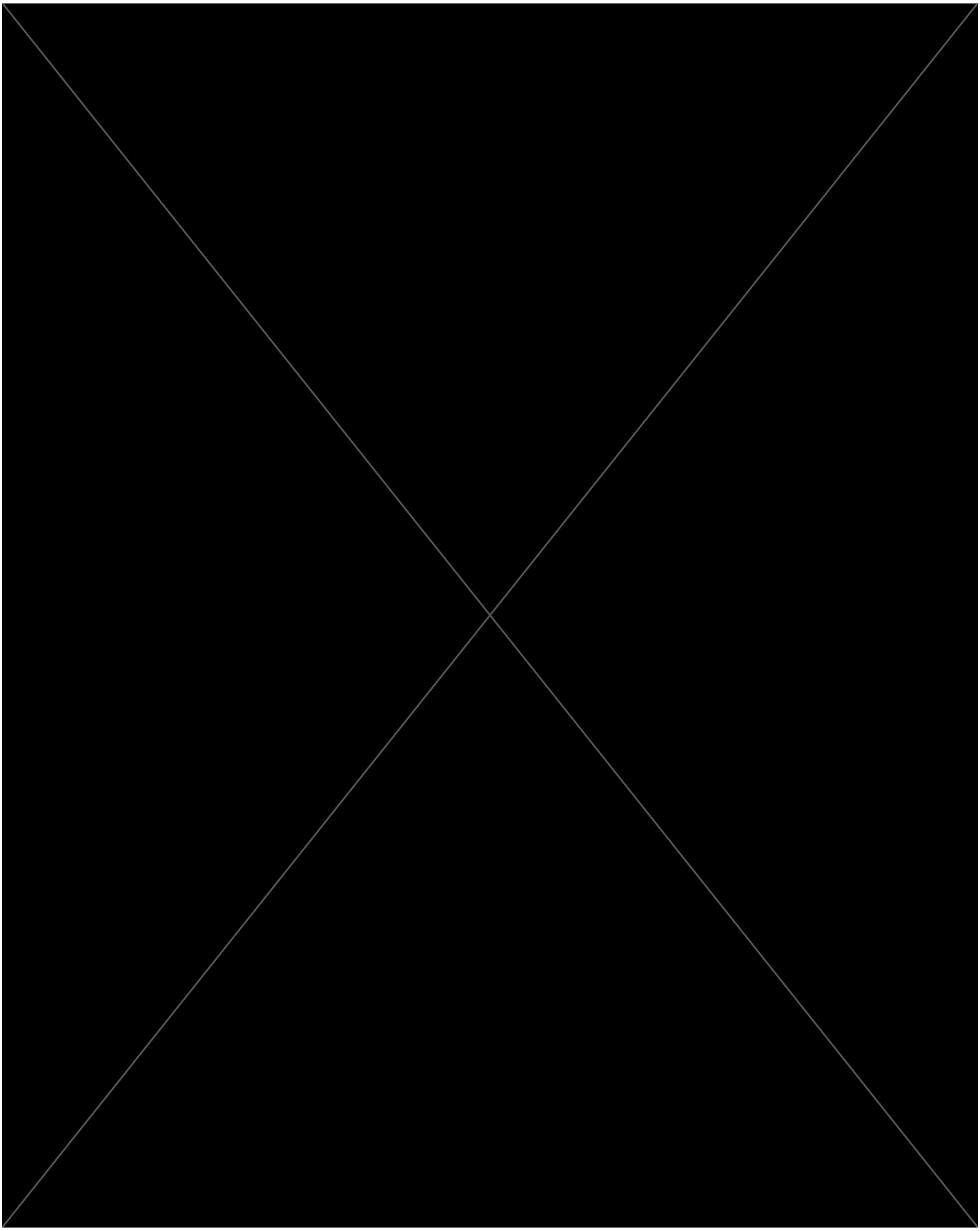
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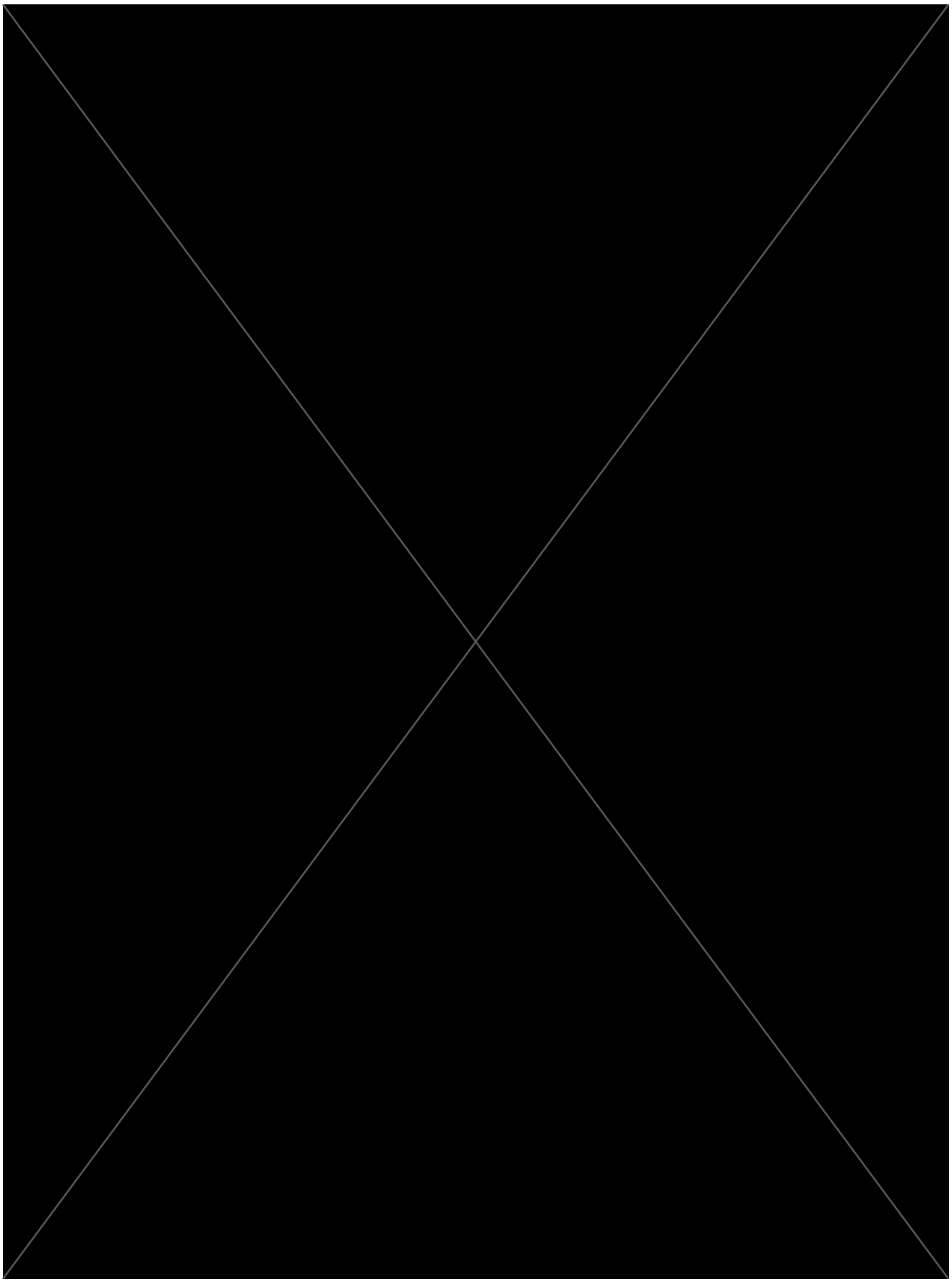












School Safety Plan
2025 - 2026
Magnolia Science Academy San Diego
MAGNOLIA PUBLIC SCHOOLS

Megan Craig, School Principal
San Diego, CA 92120
619-644-1300
mcraig@magnoliapublicschools.org

A meeting for public input was held on January 16, 2025

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review on February 13, 2025

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 San Diego
School Safety Plan
2025-2026

Magnolia Science Academy San Diego Parent Advisory Committee certifies that it has reviewed and participated in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]		

Parent Advisory Committee/Safety Planning

Name	Title	Contact Email
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Johann Smit	Student	
Adelyn Russell	Student	
Morgan Huggins	Parent- Chairperson	
Susana Lopez	Parent- Vice Chairperson	
Elexis McBee	Parent	
Peggy Prabalini	Parent	
Lisa Johnson	Parent	
Crystal Sandford	Parent	
Amadna Duncan	Parent	
Louise Zavala	Parent	
Heinrich Smit	Parent	
Priscilla Canela	Community Member	

[redacted]

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.

School Safety Vision: *At Magnolia Science Academy San Diego, we envision a vibrant learning community where every student feels safe, nurtured, and respected.*

School Safety Mission: *Magnolia Science Academy San Diego will foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.*

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

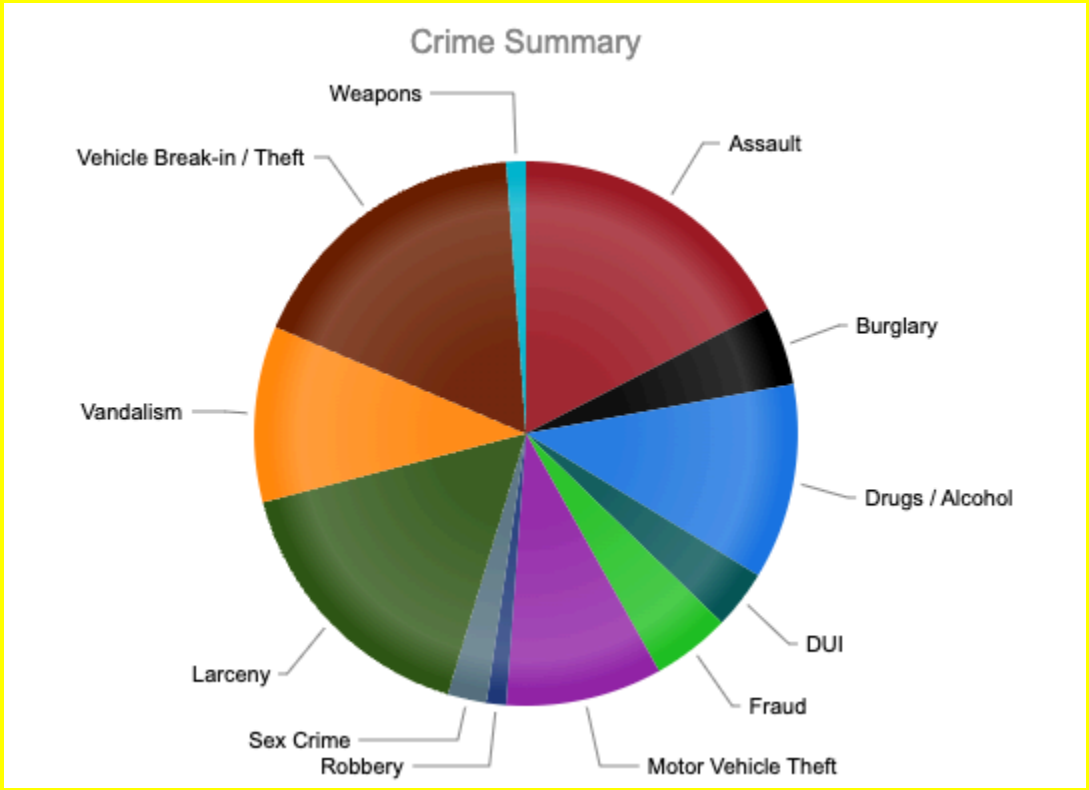
Assessment of Data

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 92120 from 8/12/24 to 11/21/24:

Type	Number
Total Crimes during time period	
#1 Assault & Vehicle Break-in	Assault 15 & Vehicle Break-in 15
#2 Larceny	14
#3 Drugs & Alcohol	10



This data is represented by the following graphic pulled from source website: LINK

School-wide Data

Data regarding the school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on January 16, 2025. The following data was reviewed:

	2021-22	2022-23	2023-24	Currently as of 1/16/25
Suspension Data Out-of-School	15	10	11	6
Suspension Data In-School	1	0	0	0
Expulsion Data	0	0	0	0
Average Daily Attendance (ADA) Rate	92.36%	92.80%	93.75%	94.98%
Chronic Absenteeism Rate	24%	21.6%	18%	10%<
Graduation Rate	n/a	n/a	n/a	n/a

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
- Parent Advisory Committee
- 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.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, safety meetings, staff meetings and/or leadership meetings
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee/Leadership Group
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2:

Goal(s):

Magnolia Science Academy San Diego will create a positive school climate through strong foundational Tier 1 Supports that includes character building, clear expectations, and a culture built around a school wide Positive Behavior Interventions and Supports (PBIS)

- Objective: Students and staff will actively engage in the following: The WI□ARD Way, Weekly Common SE Lesson on □ones of Regulation/Be Good People, Along, and KickBoard.
- Related Activities: Provide professional development to reinforce The WI□ARD Way, Weekly SEL Curriculum and KickBoard.
- Resources needed: Signage to visually remind students of our schools norms and values, online SWPBIS system- KickBoard, □ones of Regulation Curriculum, Be Good People Curriculum and Along Resource
- Person(s) responsible for implementation: All Staff, Dean Of Students will take lead
- Budget: Refer to school's annual budget
- Evaluation guidelines: Educational partner surveys, attendance data, behavior data, Along data and KelvinEd data

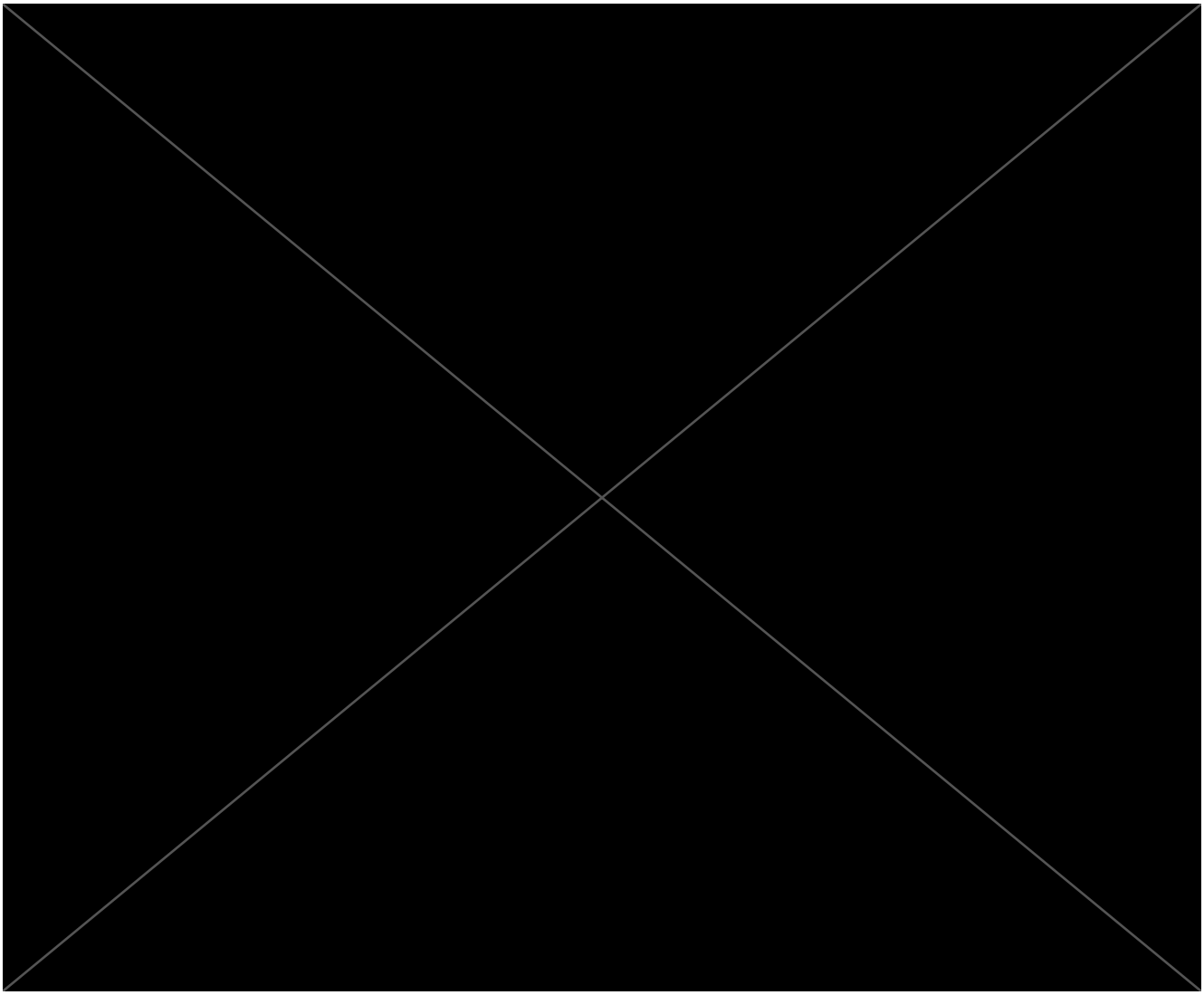
Component 3:

Goal(s): We will maintain a safe school campus

- Objective: School personnel will complete a minimum of 3 campus walkthroughs during the school year to identify areas of need
- Related Activities: Teachers will report any concerns during weekly meetings or as needed
- Resources needed: We will use weekly staff meeting agenda and/or bi-weekly multidisciplinary leadership team meeting agenda
- Person(s) responsible for implementation: All Staff, Admin will take lead
- Budget: Refer to school's annual budget
- Evaluation guidelines: Educational partner surveys, KelvinEd and Along Data

School Map

Facilities Map & Emergency Map



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:**

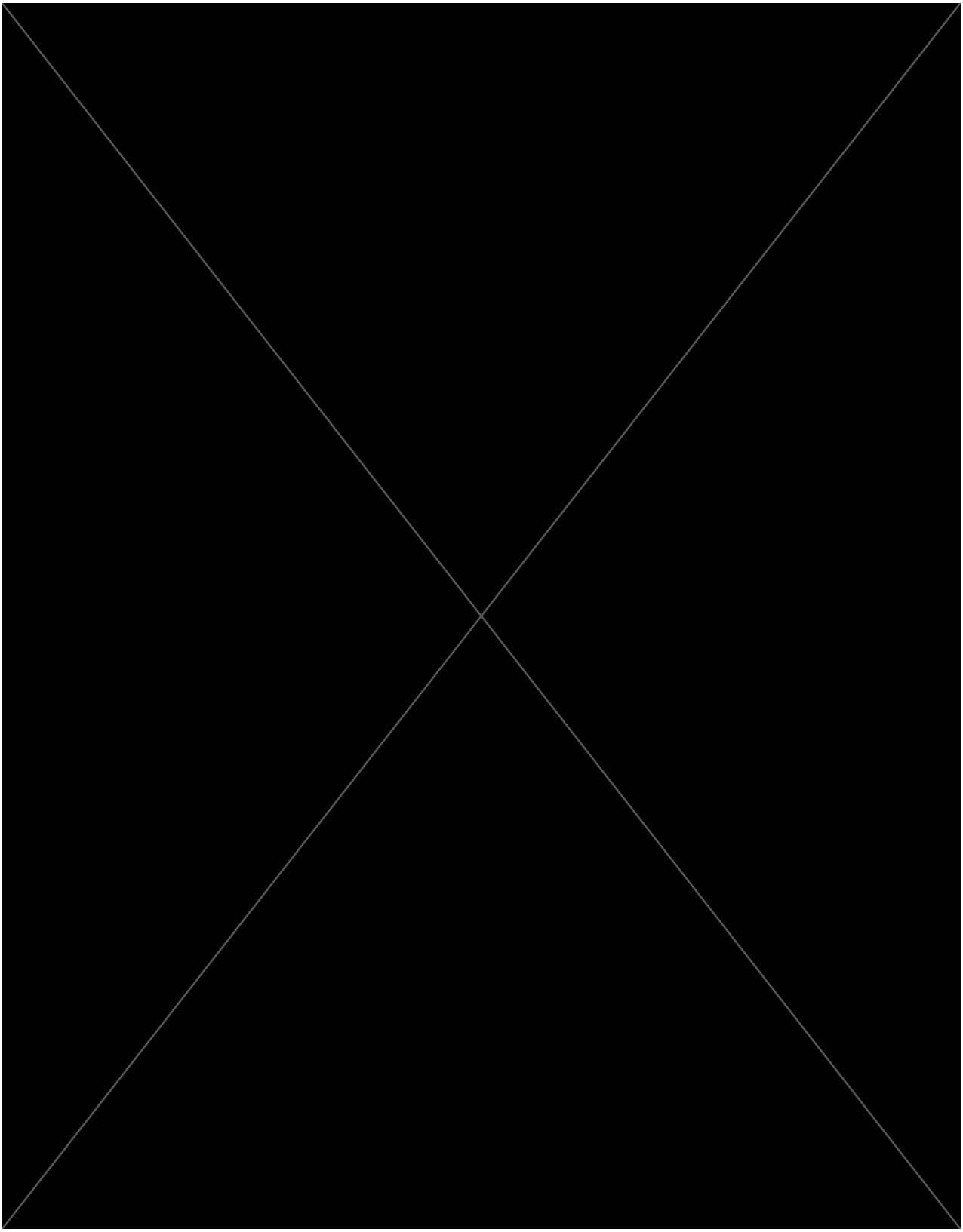
Emergency Drill Evaluation

MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar



PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

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

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and

instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff 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 and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to 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.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (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 and Forms | County of Orange Social Services Agency
   - 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).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
   - Report and sign in at the office.
   - Be provided with a visitor's badge.
   - Be prepared to provide identification to school personnel.
   - Respect school rules.
3. Exterior Door Management:
   - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.

4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communication. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.

- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when my child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child comes to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify the office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize that my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.

- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take

the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

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

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Multi-Tiered System of Response to Behavior

MPS maintains as a priority of reinforcing positive behavior through intervention and supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family, and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

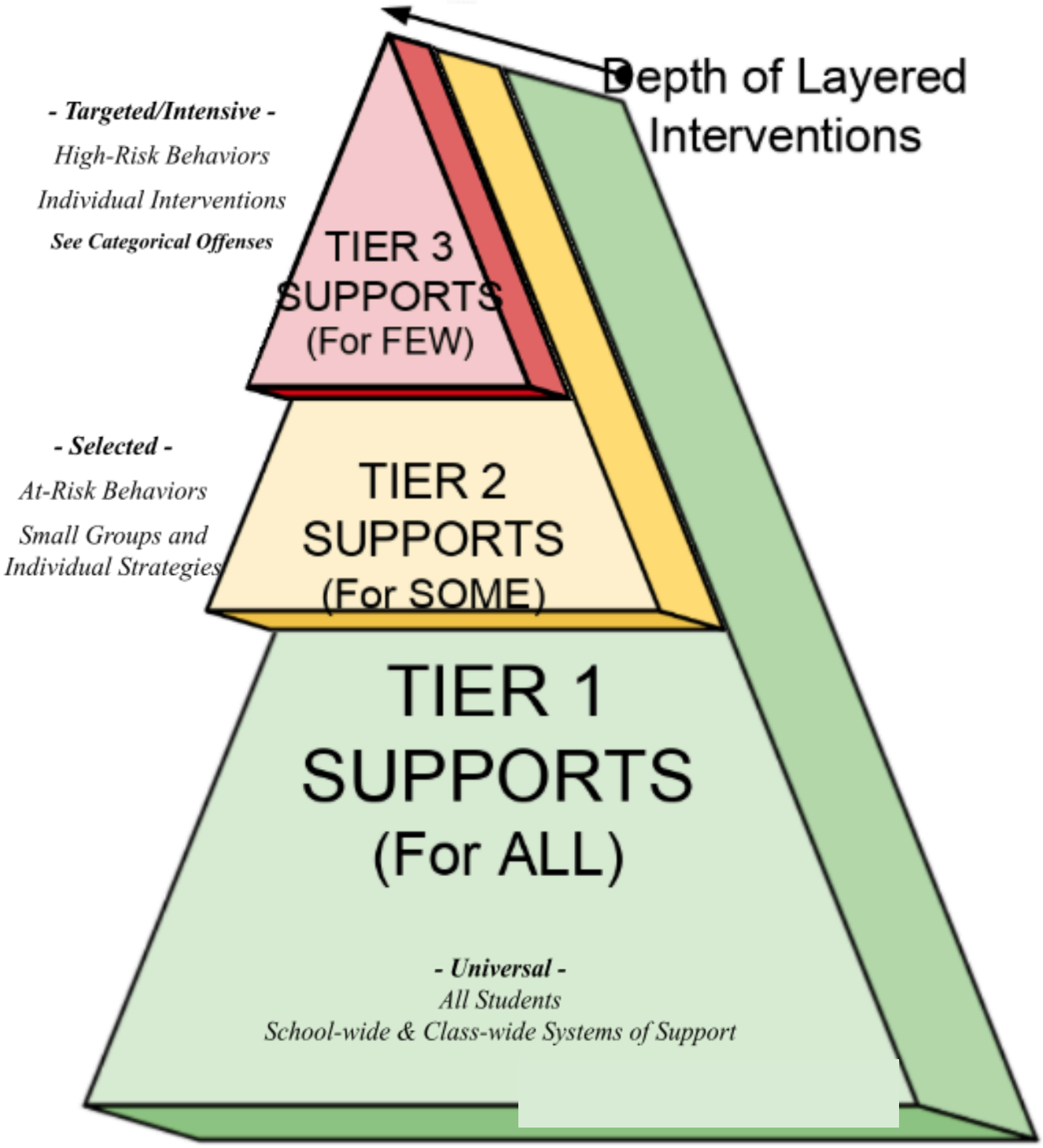
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range

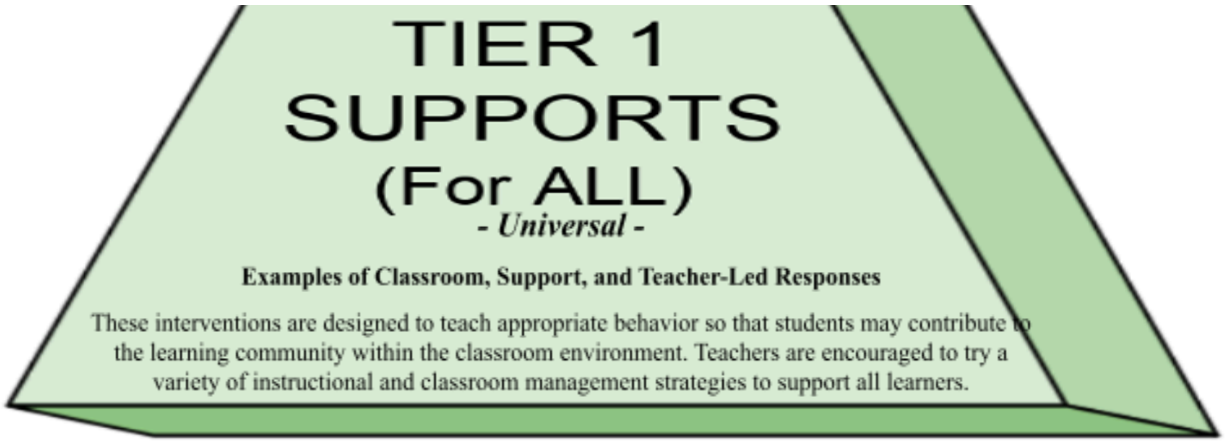
from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

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 and causes a substantial disruption to the normal operation of the School. 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 causes a substantial disruption to the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of students to lawful student expression, as outlined in the "MPS Student Freedom of Speech/Expression Policy" available in the office of each MPS school.

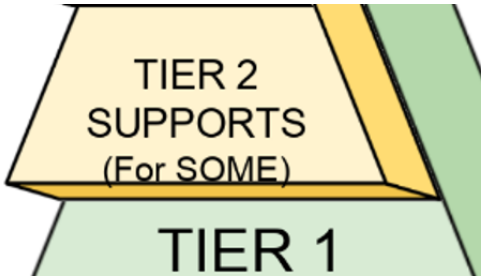
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS' system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• 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	✔ 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

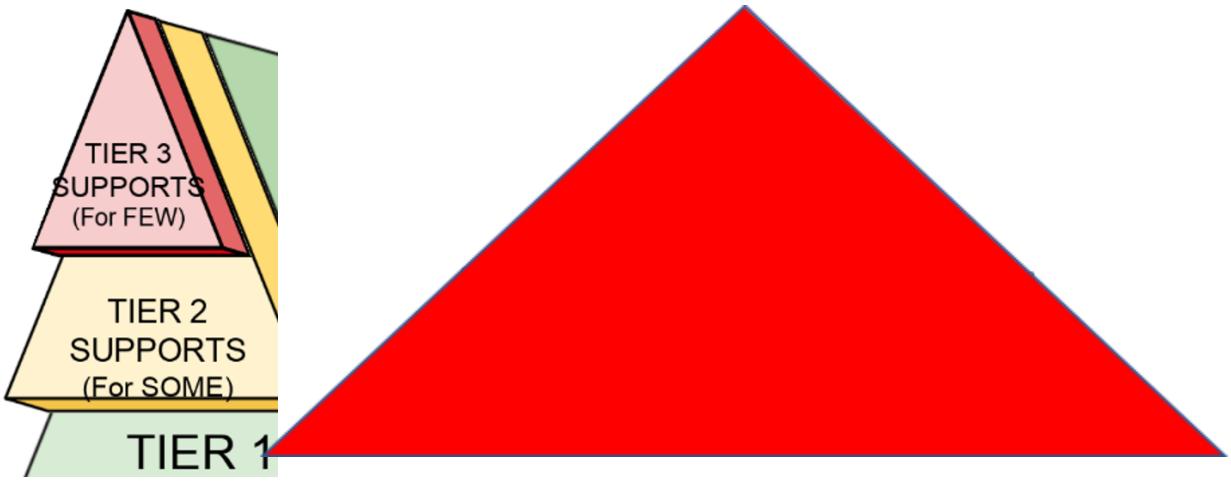


- Selected -

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
• 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	✔ 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
• 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	✔ 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

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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 school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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.

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

MPS school staff has committed itself to encouraging and supporting 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 in 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.

Alternatives to Suspension and/or Expulsion

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The 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 school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and the progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS 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 reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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.

Grounds for Suspension and Expulsion of Students

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: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
(d) An act of cyber sexual bullying.
(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of

school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student

would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools

Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

   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 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 the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). 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/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator 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 of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 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.

4. **Homework Assignments During Suspension**

In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. **Suspension Appeals**

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made in writing 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 of at least one school administrator (serves as procedural advisor), 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 and will be delivered to the parent/guardian in a written response. 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.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

It is preferable 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. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

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 or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian 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 the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MPS' 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 and/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.

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause

to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of 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 recommendation 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 Administrative 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 expelled 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 their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense 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 with MPS
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

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

Expulsion Appeals

In order 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 being informed 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 fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and MPS. That decision shall be final.

Interim Placement

MPS shall be responsible for the appropriate interim placement of students during and pending the completion of the MPS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA/District**
   The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School

or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and

federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible

children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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 above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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 winfully 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, selling 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

Title IX

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[1] MPS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in MPS's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by MPS to provide an aid, benefit, or service under MPS's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from MPS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

[1] MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

    - The degree to which the conduct affected the complainant's ability to access MPS's education program or activity;
    - The type, frequency, and duration of the conduct;
    - The parties' ages, roles within MPS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
    - The location of the conduct and the context in which the conduct occurred; and
    - Other sex-based harassment in MPS's education programs or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
    - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
    - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
        - The length of the relationship;
        - The type of relationship; and
        - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
    - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
    - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
    - Shares a child in common with the victim; or
    - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
    - Fear for the person's safety or the safety of others; or
    - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
    - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, 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 or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) MPS's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to MPS that objectively can be understood as a request for MPS to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of MPS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom MPS has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated MPS's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to MPS's education program or activity, including measures that are designed to protect the safety of the parties or MPS's educational environment; or (2) provide support during MPS's grievance procedures or during an informal resolution process.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator")

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decision maker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure MPS's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes MPS from requiring an employee or other person authorized by MPS to provide aid, benefit, or service under MPS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at MPS, if any, can be found on the MPS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether MPS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents MPS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing,

or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or MPS's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the predetermined complaint officer for the MPS Board:

Fiorella Del Carpio

Chief People Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

fdelcarpio@magnoliapublicschools.org

The appeal decision maker, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of MPS's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;

- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by MPS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. MPS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decision maker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

MPS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in MPS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

MPS allows for the reasonable extension of time frames on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

MPS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.[2] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, MPS will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

MPS may dismiss a complaint if:

- MPS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in MPS's education program or activity and is not employed by MPS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and MPS determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- MPS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, MPS will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

[2] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable MPS policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decision maker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decision maker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decision maker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the
  date(s) and location(s) of the alleged incident(s), to the extent that information is available to MPS;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if MPS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by MPS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless MPS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone
  other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to
  prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decision maker before a determination of responsibility is made.

MPS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find MPS's determination unsatisfactory, the party may, within five (5) business days of notice of MPS's determination, submit a written appeal to the Chair of the MPS Board, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decision maker for the appeal must not have taken part in the investigation of the allegations.

The decision maker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or
notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by MPS including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

No party, witness, or other person participating in MPS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on MPS's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

MPS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the MPS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to MPS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of MPS's obligations under:
    - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
    - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide MPS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any MPS leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

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 employees, Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing MPS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions MPS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. MPS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

MAGNOLIA PUBLIC SCHOOLS
TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

<u>To be completed by MPS</u>:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4853-7361-5053, v. 1

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[3]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[3] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [4] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience substantial interference with the student's academic performance.
- Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[4] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
   - Accommodations for Pregnant and Parenting Pupils;
   - Adult Education;
   - After School Education and Safety;
   - Career Technical Education;
   - Career Technical and Technical Training;
   - Child Care and Development;
   - Compensatory Education;
   - Consolidated Application;
   - Course Periods without Educational Content;
   - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
   - Every Student Succeeds Act;
   - Local Control & Accountability Plans (LCAP)/LCFF;
   - Migrant Education;
   - Physical Education Instructional Minutes;
   - Pupil Fees;
   - Reasonable Accommodations to a Lactating Pupil;
   - Regional Occupational Centers and Programs;
   - School Plans for School Achievement;
   - School Safety Plans;
   - School Site Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot

guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be

filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation
Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

> California Department of Education
> 1430 N Street
> Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: 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 Suspected 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.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- 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.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- 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.

Dress Code/Uniforms

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. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **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 you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
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. 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.

<u>Undergarments</u>
All undergarments, including bras, boxer shorts, etc., should not be visible
<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or 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 shirt may not hang out of sleeves.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hip bone when student is standing up.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn, must be underneath 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 collar of 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 undue 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.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school’s administration
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless 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 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 Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based

resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake
- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt

reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.

- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.

- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.
- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.
- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.
- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.
- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:

- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:

- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:

- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:

- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: mcraig@magnoliapublicschools.org and 619-644-1300. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

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 the 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.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or 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 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

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 or designee.

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 were taken by the school.
- Announce new changes made after the incident has passed.

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. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

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.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time
1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:
- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of oneself during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

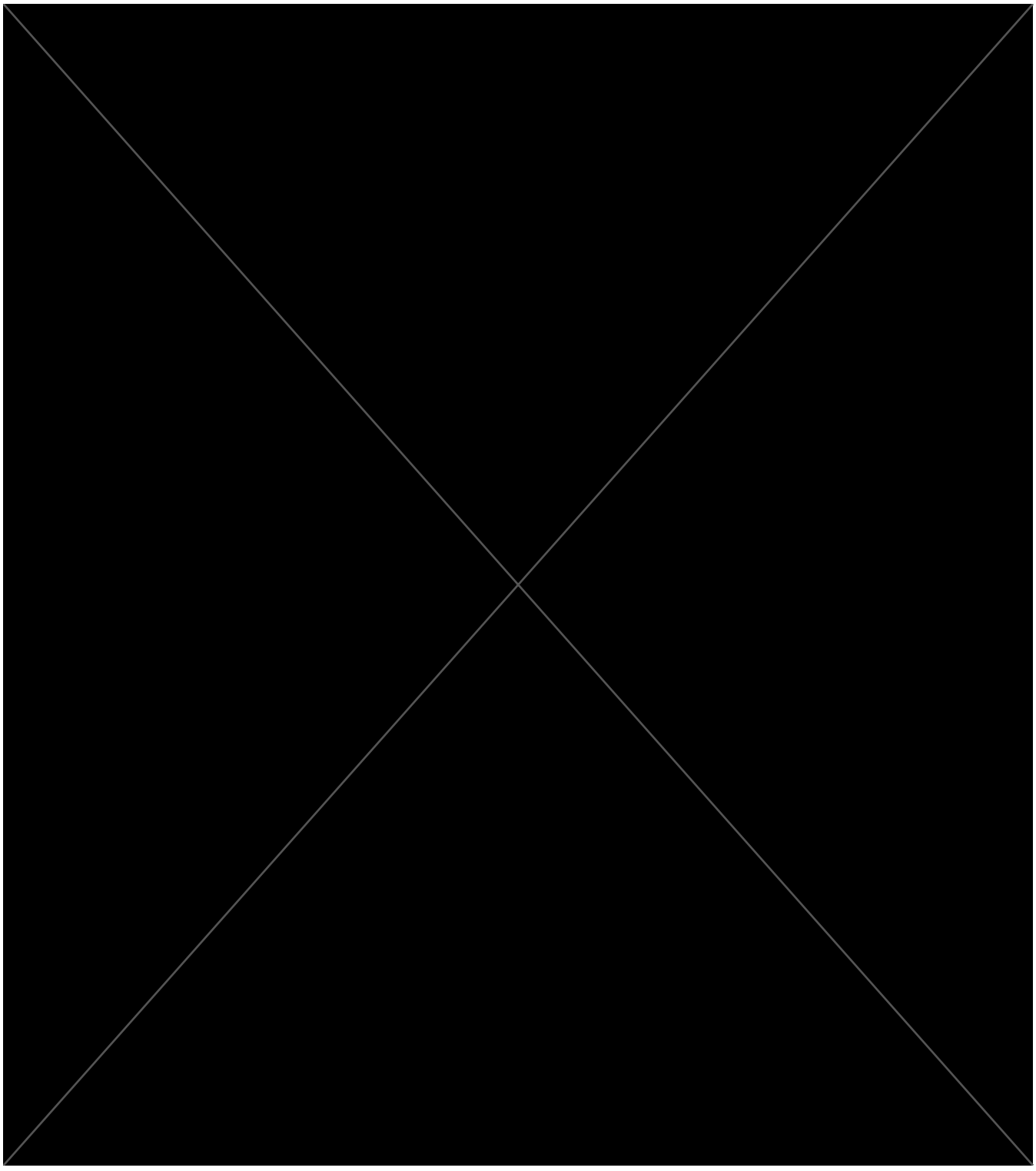
Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

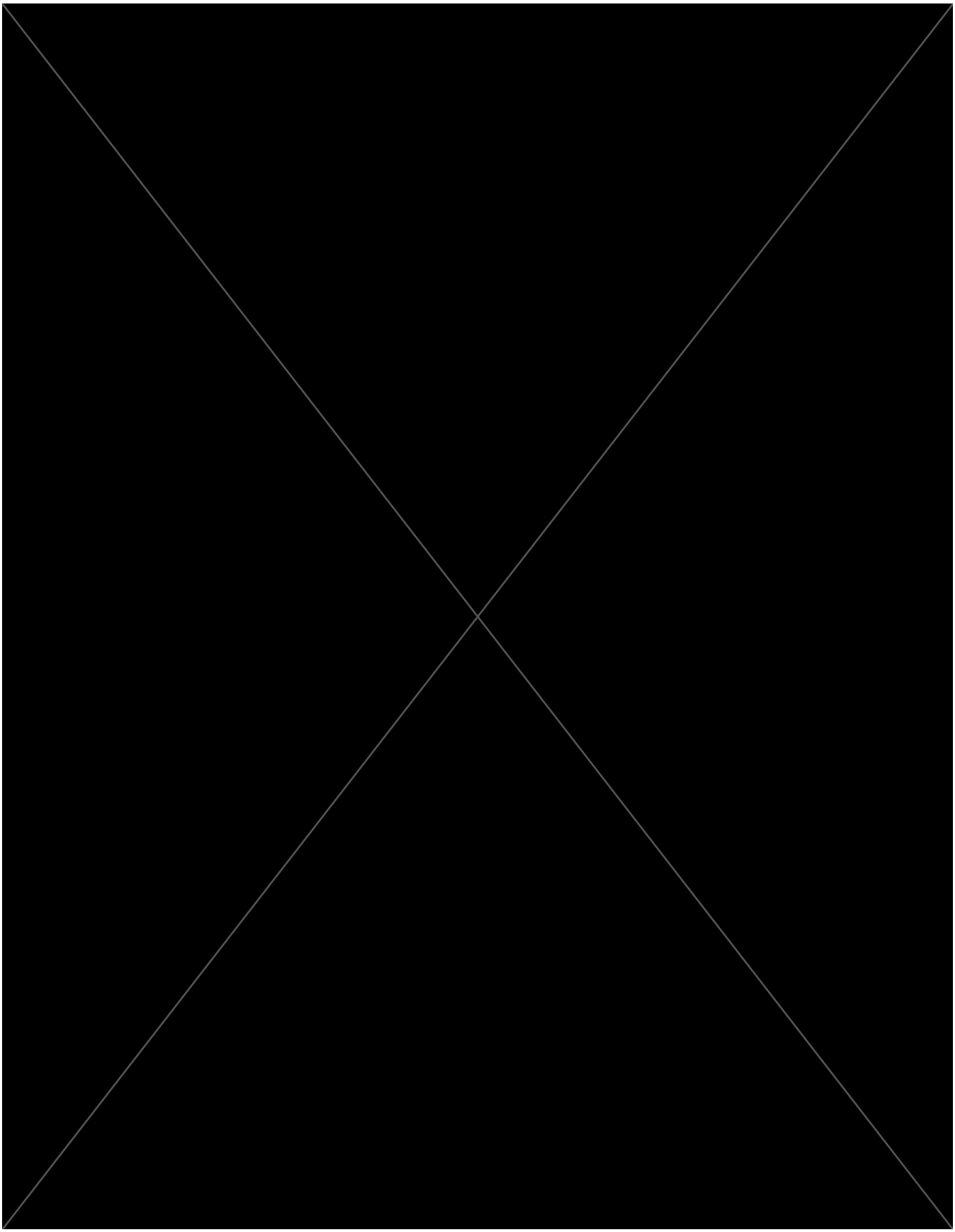
Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

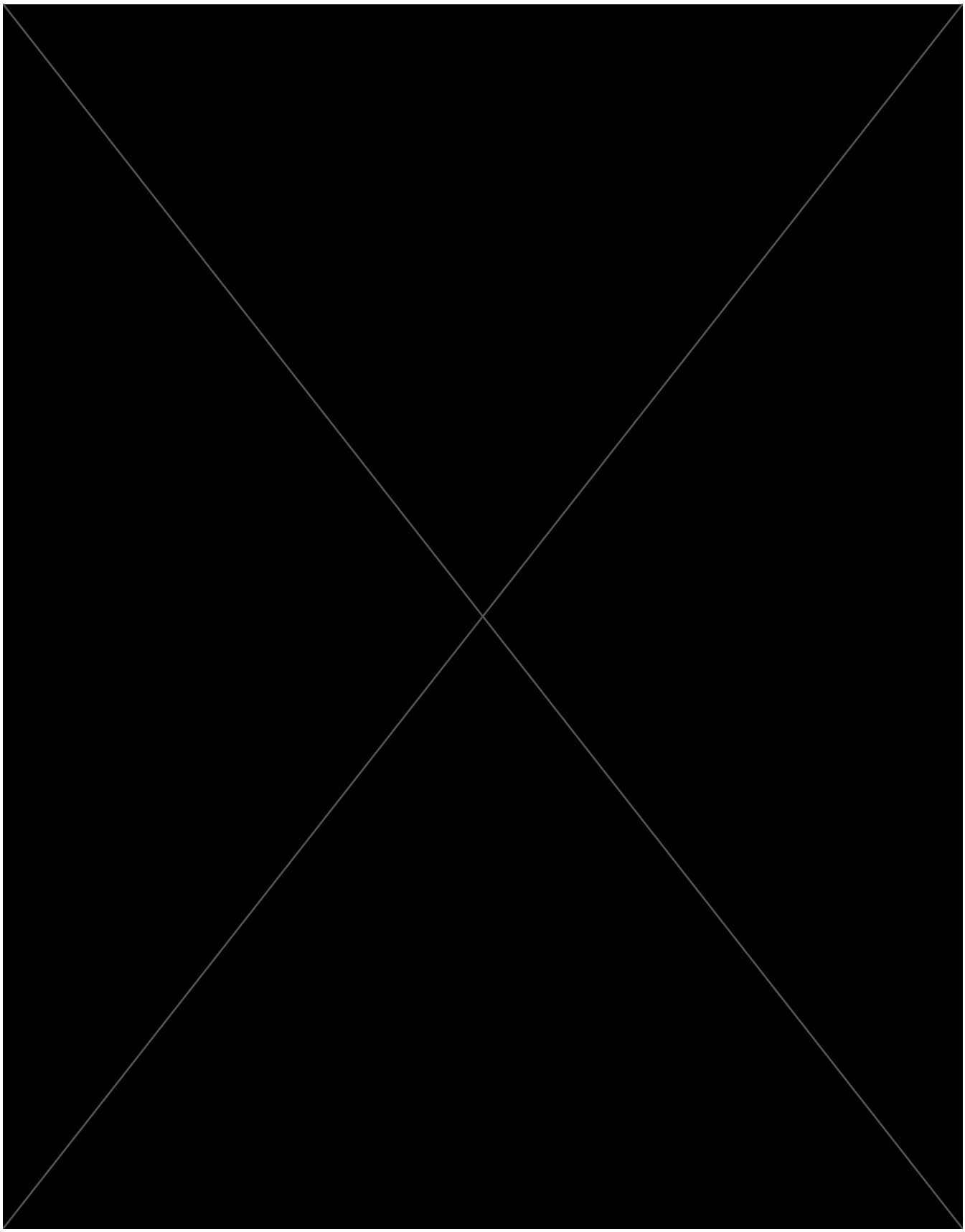
Safe School Plan Quick Reference Guide

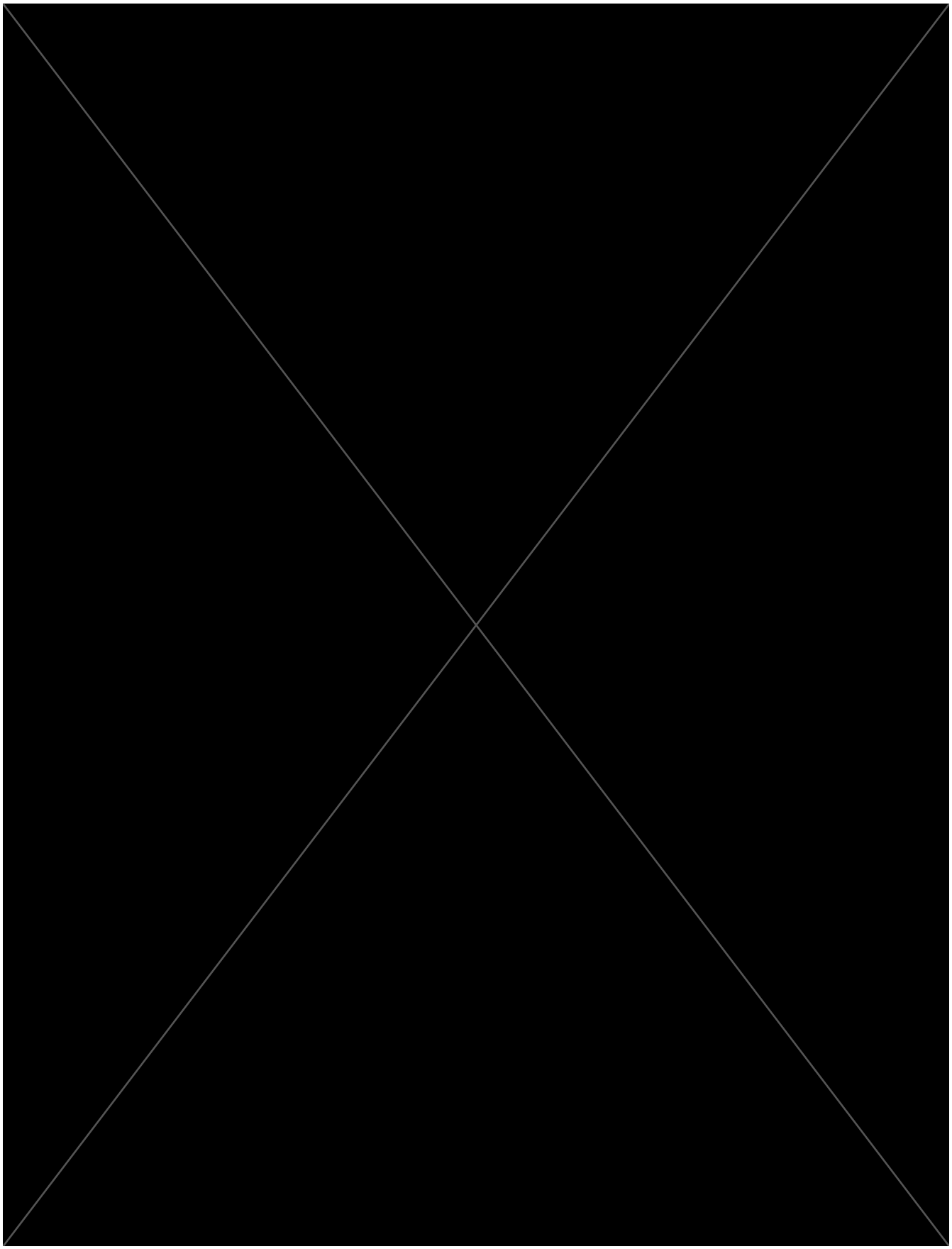
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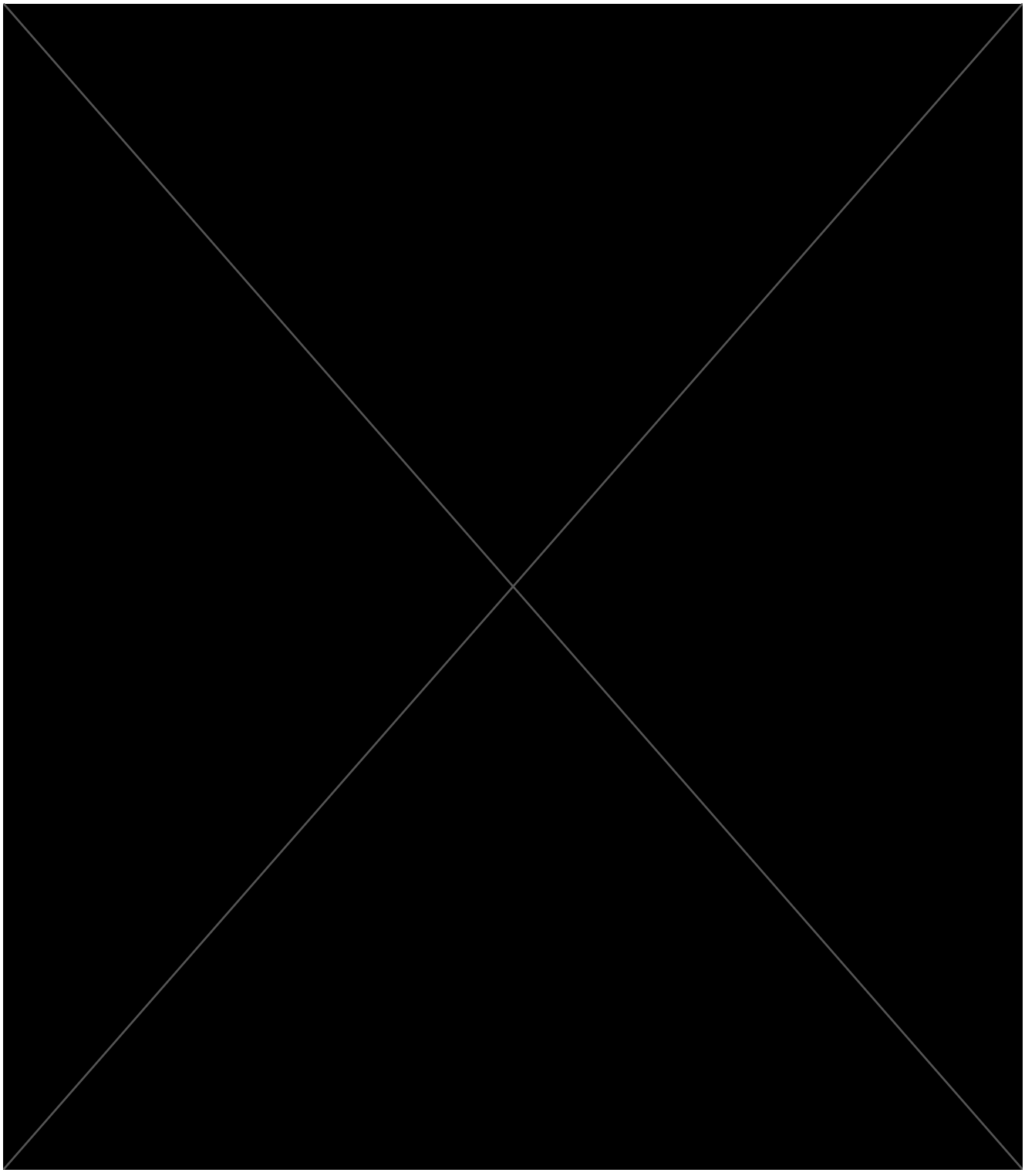
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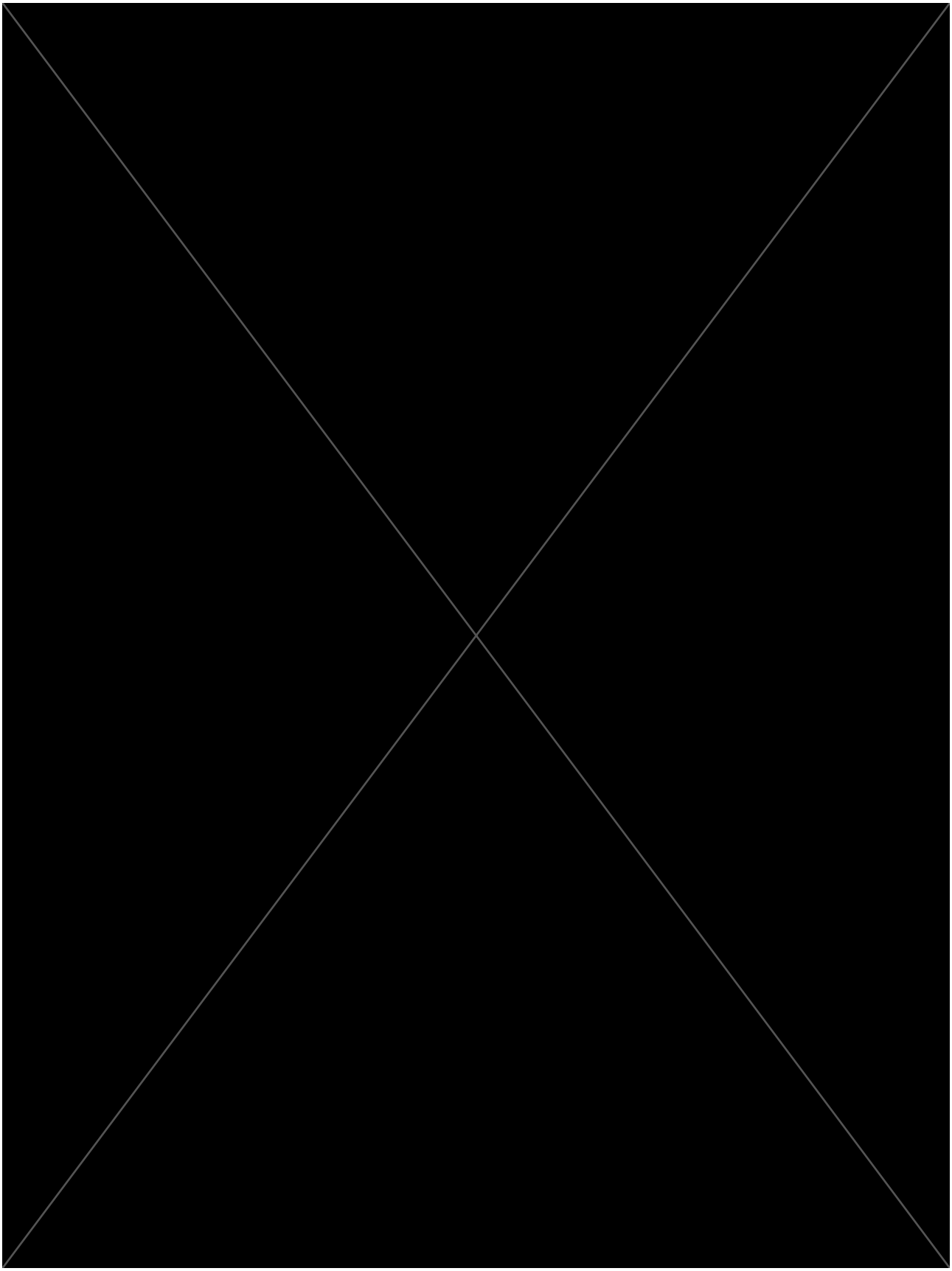


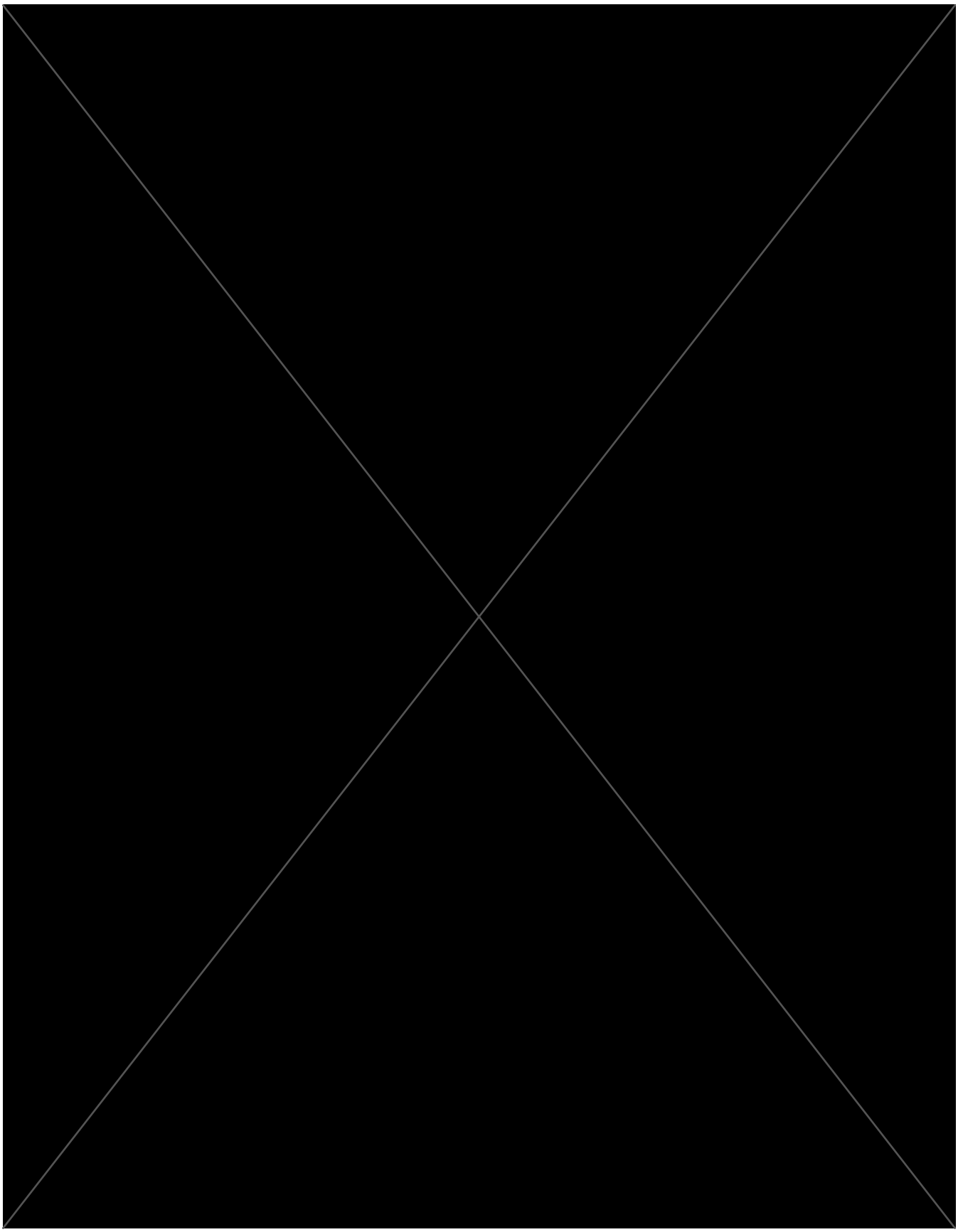


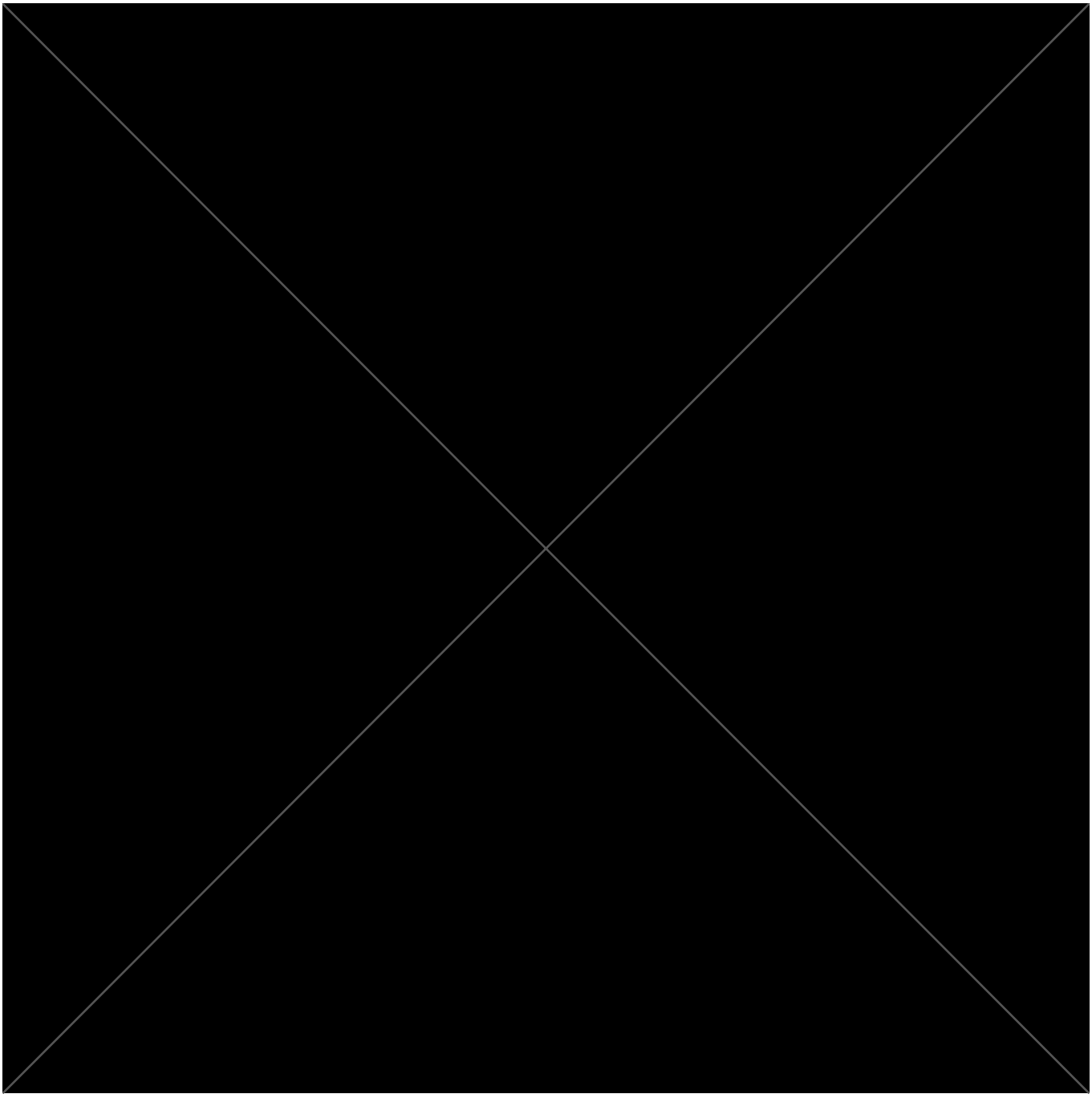


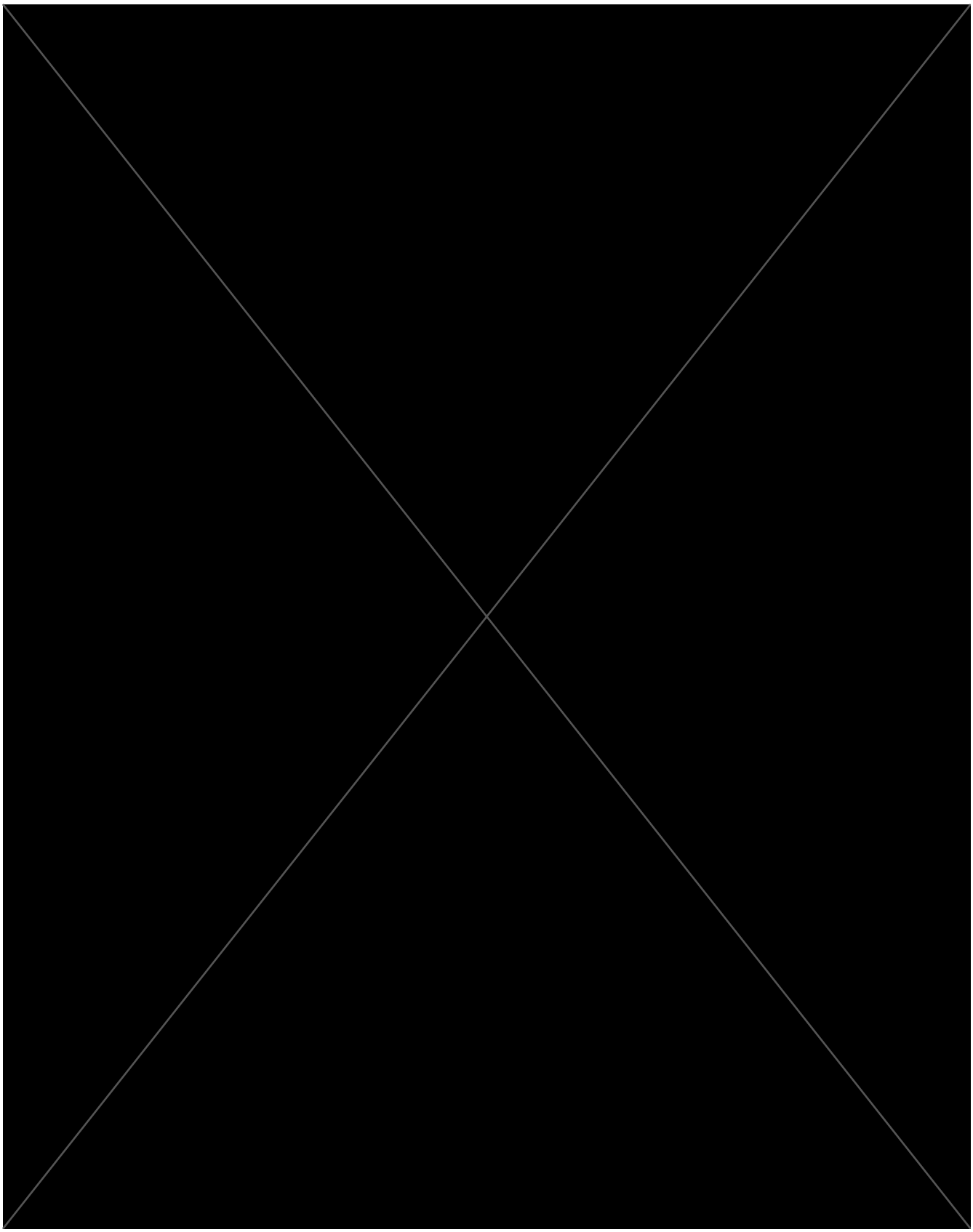


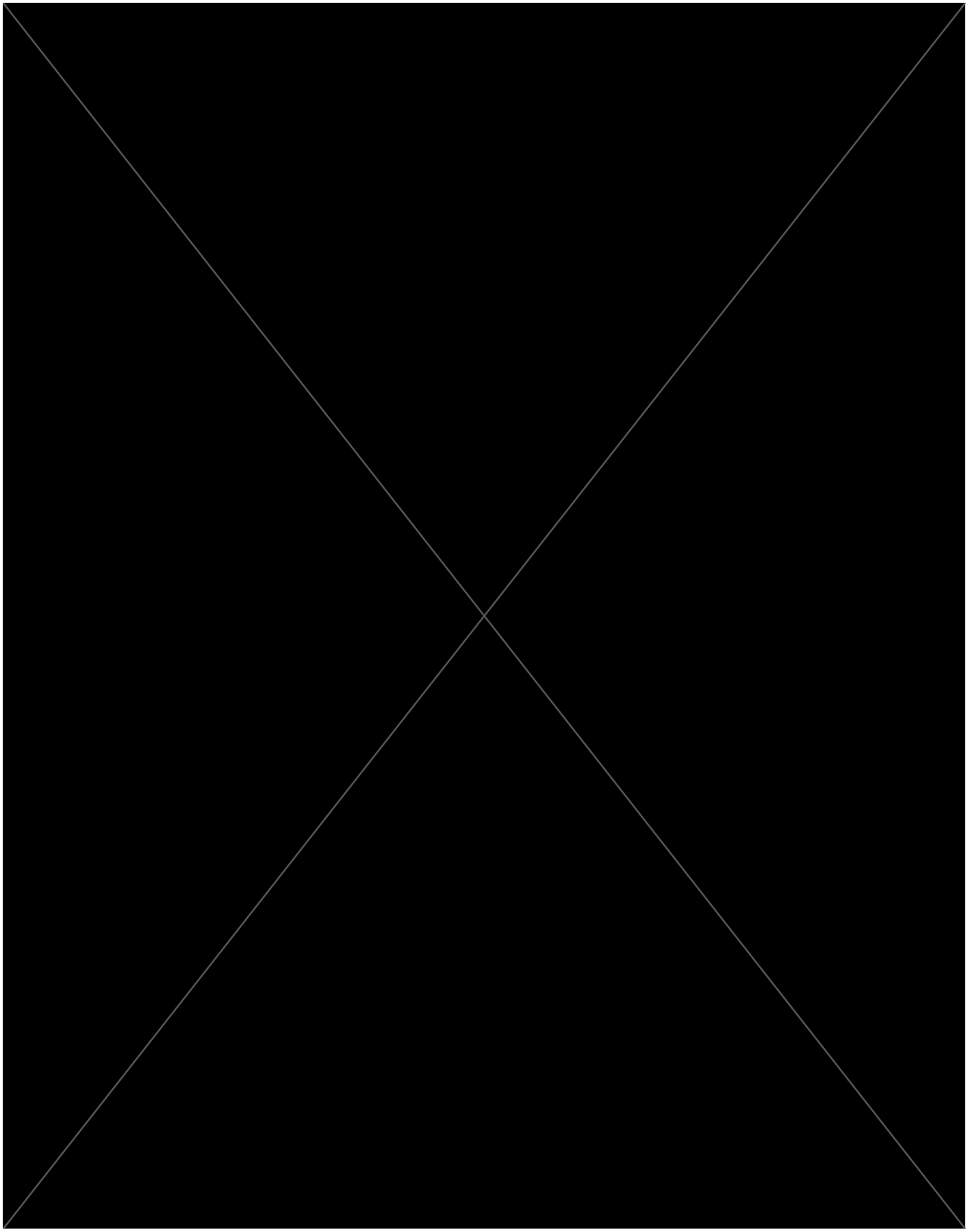


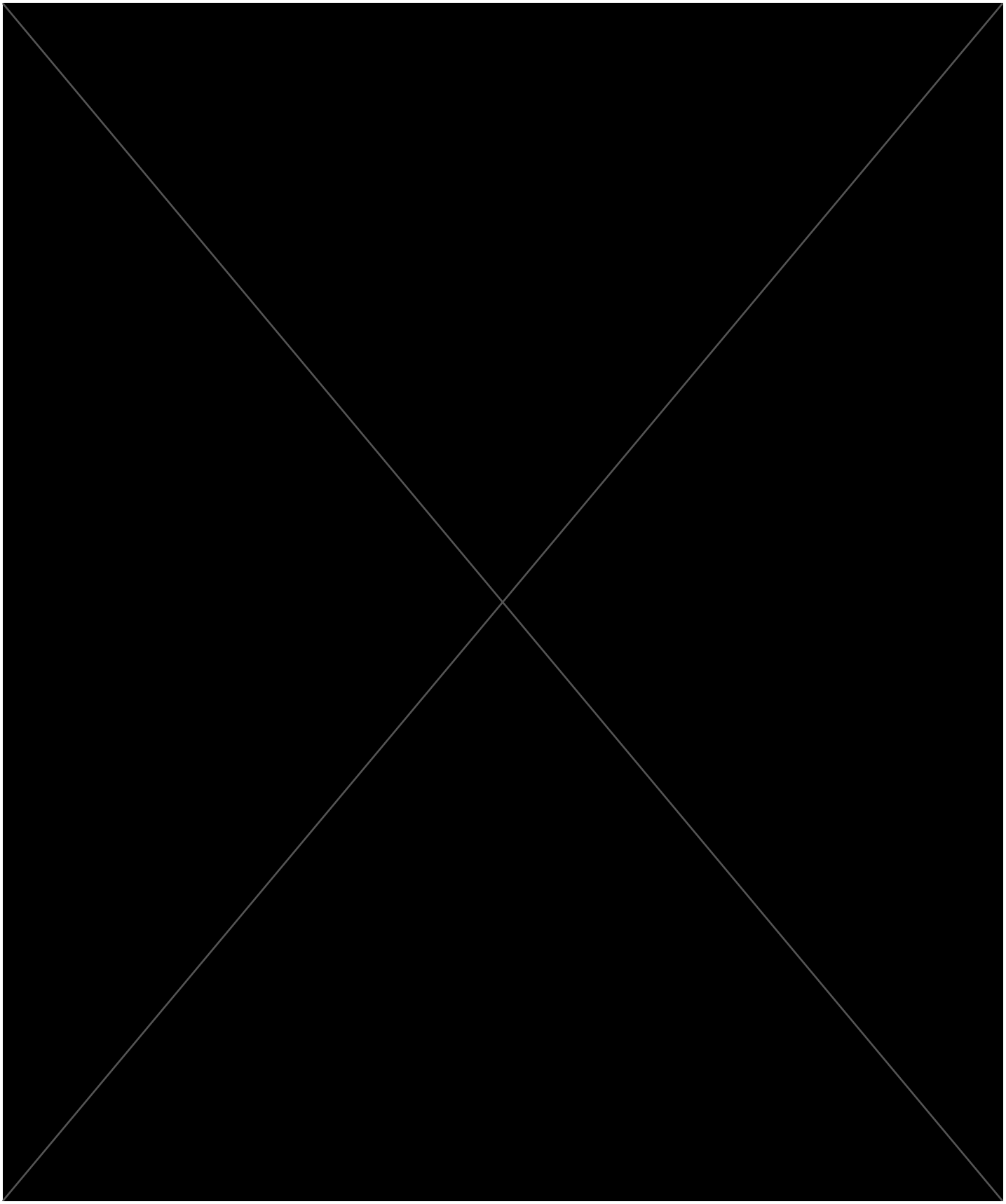


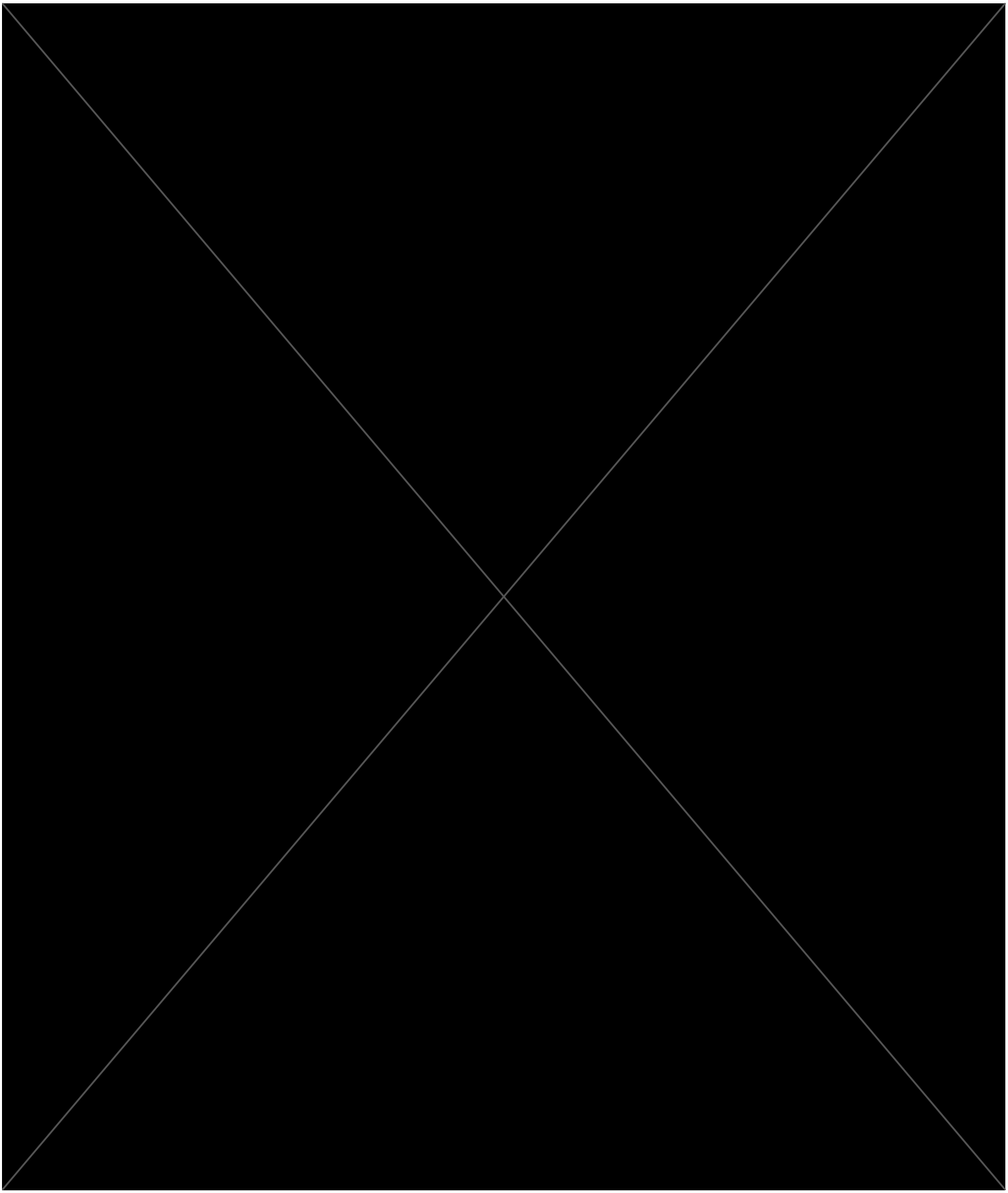


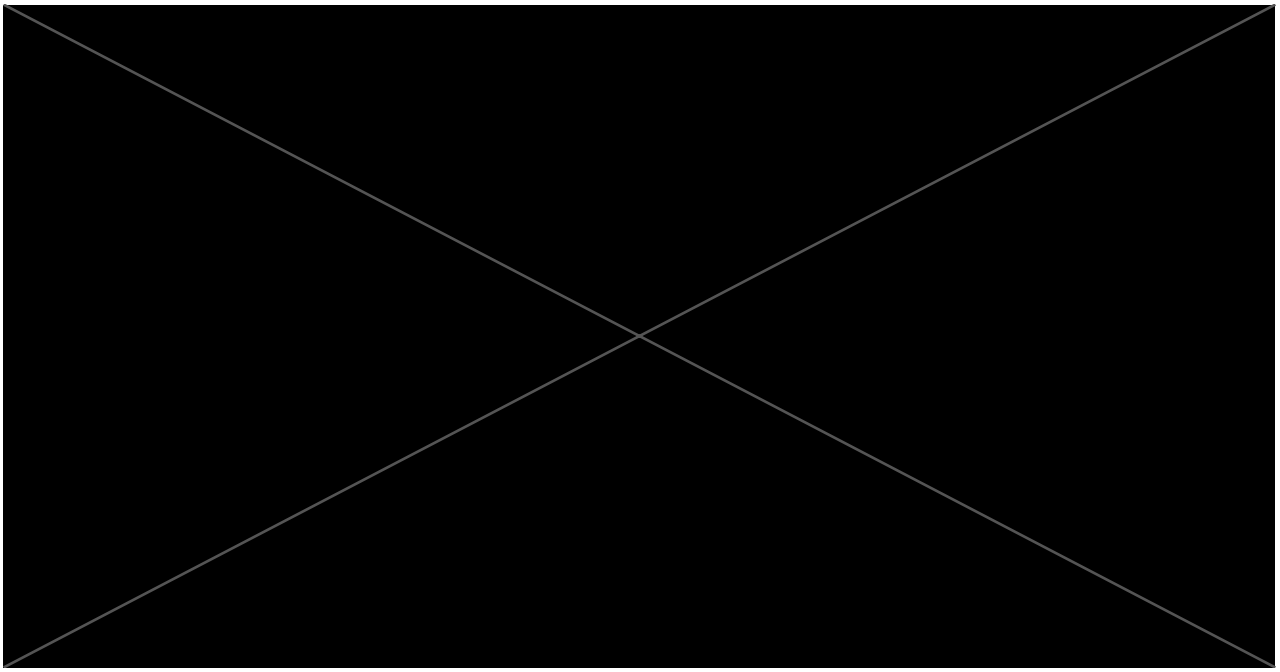












Los Angeles Unified School District

INTEGRATED SAFE SCHOOL PLAN

2023-2024



DANIEL WEBSTER MIDDLE SCHOOL

11330 W GRAHAM PL

LOS ANGELES, CA 90064

(310) 235-4600

Generated On: 9/15/2023

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1. Introductory Material

1.1 Signature Page

Los Angeles Unified School District

Integrated Safe School Plan

School: DANIEL WEBSTER MIDDLE SCHOOL **Date Generated:** **9/15/2023**

The Integrated Safe School Plan (ISSP) was developed and approved using a Districtwide template and a collaborative process respectful of representation/input from all stakeholder groups. All required committee members listed below (with an *) must sign the signature page.

Title:	Name:	Signature:	Date Signed:
REQUIRED COMMITTEE MEMBERS:			
Principals/Designee*:	BELL-MCALISTER, TASHA		
UTLA Representative*:	BARRETT, WILLIAM		
Classified Representative*:	SANCHEZ, JAVIER		
Student (Secondary)			
Representative:	CRUZ CRUZ, ARIANA		
Parent (of an attending student)			
Representative*:	COOK, CORRIANE		
Law Enforcement			
Los Angeles School Police:	KIM, GLEN		
Or			
LAPD/LA County Sheriff/			
Local Jurisdiction Agency*:	LAPD PACIFIC DIVISION		
Charter School Principal/Designee:	AVSAR, MUSA		
Charter School Principal/Designee:	BAKER, ERIN		

1. Introductory Material

1.2 Record of Changes

Change Number	Date of Change	Name	Summary of Change

1.3 Overview

National preparedness efforts, including planning, are informed by Presidential Policy Directive (PPD) 8, which was signed by the President in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.



Prevention means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.

Protection means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard and the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.

Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency and reducing the likelihood that threats and hazards will happen.

Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

Recovery planning begins at the preparedness phase of crisis response. The effectiveness of recovery efforts depends on pre-planning and developing partnerships with community agencies that can provide follow-up services as needed. Recovery entails planning for the structural, business/fiscal, academic, psychological, and physical needs of the school community. The goal of social-emotional recovery is to promote coping and resiliency for students, staff, and parents/guardians.

The ongoing recovery phase is designed to assist students, staff, and their families in the healing process and to restore educational operations in school. As the initial effects of a crisis subsides, it is important for the School Site Crisis Team to continue to assess the ongoing effects of the crisis and modify the plan accordingly.

There are short-term and long-term recovery activities to consider in the aftermath of a crisis situation. In the short-term (days to weeks), the school may focus on restoring regular school functions and routines as efficiently and promptly as possible. In the long-term (weeks to months), the school may focus on individuals who require more intensive services and on systemic changes to restore the school's safe and healthy learning environment.

Access BUL-5800 Crisis Preparedness, Response and Recovery for more information.

California law requires that schools and all site employees be adequately prepared to respond to earthquakes, fires, and other emergencies. To assist schools in complying with these requirements, the LAUSD developed the Integrated Safe School Plan as a template for preparing emergency procedures for each LAUSD school. Emergency management teams and procedures outlined in this plan are consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures using Incident Command System (ICS) principles to prepare for, and respond to, school emergencies.

1.4 Goals

As part of the planning process, each LAUSD school reviews school-specific data and identifies several goals for the school year. This year's Integrated Safe School Plan goals are:

People and Programs Goal #1: The PBIS/RP team will meet monthly starting in September 2023

People and Programs Goal #2: 64% or more of students will attend school at least 96% of the time or better during the 22-23 year.

12% of students or less will be "chronically" absent during the 23 - 24 school year, we will attempt to decrease this percentage.

Threat / Hazard: Earthquake

Threat / Hazard Goal: We will conduct earthquake drills on a regular basis as required by District policy.

Emergency Function: Drop Cover and Hold On

Emergency Goal: Students and staff will safely follow procedures for behavior during the Drop/Cover/old - Earthquake with 100% accuracy.

1.5 Plan Organization and Concept of Operations

The effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is a critical resource to support schools with reaching such adequacy. In order to provide robust emergency and other safety protocols for schools, the District's Office of Emergency Management facilitates an annual, comprehensive review process of all ISSP components, including the online platform contents, in collaboration with over 20 District offices. Staff from these offices review and update the content of the plan which is also informed by Ed Code and District policy. As needed, new sections of the plan are introduced to ensure greater relevance and comprehensiveness. After all recommended updates are implemented and new programming components are tested, the revised template is provided through the online platform to schools. Each school then updates and creates their specific plan before the October 1 submission deadline every year.

This plan is organized into eight sections. Sections 1-2 give a plan overview and covers the mitigation and prevention activities that schools can implement before an emergency. Sections 3-4 focus on emergency preparedness, identifies the school's emergency response teams, and defines the roles and responsibilities of team members. Sections 5-6 present guiding laws and guidance for determining the nature and extent of an emergency, as well as a series of initial response actions to be taken in an emergency. Section 7 describes the detailed emergency response procedures that will be used for the many types of emergencies that may be encountered in a school setting. Section 8 provides a series of appendices of supplemental emergency information, including contact information and supply lists. Standard forms, site maps and other supporting information are also contained in the appendices.

2. Plan Development

2.1 School Safety Planning Committee

LAUSD recognizes that everyone, from the administration and staff to the parents and the community, has a role in helping schools create safe environments. The template for the Integrated Safe School Plan is reviewed and updated annually by the District with input from subject matter experts. Every school is responsible for establishing a School Safety Planning Committee, composed of all stakeholder groups. The plan shall be written and developed by a School Site Council (SSC); the SSC may delegate this responsibility to the School Safety Planning Committee made up of members as outlined below (CA E.C. § 32281). The committee is accountable for writing, implementing, monitoring, and evaluating the comprehensive, integrated plan based on the District template and unique to the school's safety needs.

The School Safety Planning Committee should present the updated ISSP at a public meeting at the school site and include discussion and public comments. The committee should notify, in writing, the following persons and entities, if available, of the public meeting: local officials; representative of the local school employee organization; representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs; representative of each teacher organization at the school site; representative of the student body government; and all persons who have indicated they want to be notified. **Note that the District will fulfill the requirement on behalf of all schools of notifying the local mayor.**

The uploaded document should include a dated meeting agenda and supporting documents and communications (CA E.C. § 32288). The District shares the school's ISSP with local first responder agencies as per CA E.C. § 32281 and the school should make every effort to engage local first responders in preparedness and other activities that enhance emergency response.

District employees must be aware of and comply with District, state, and federal safety policies.

Required Team Members

Title	Name
Principal/Designee	BELL-MCALISTER, TASHA
UTLA Chapter Chair	BARRETT, WILLIAM
Classified Representative	SANCHEZ, JAVIER
Student (secondary) Representative	CRUZ CRUZ, ARIANA
Parent (of an attending student) Representative	COOK, CORRIANE
Los Angeles School Police *-OR-*	KIM, GLEN

2. Plan Development

LAPD/LA County Sheriff/Local Jurisdictional Agency	LAPD PACIFIC DIVISION
School Safety Planning Committee Chair	AVSAR, MUSA
Charter School Principal/Designee	LOPEZ, OSCAR
Charter School Principal/Designee	BAKER, ERIN

Suggested Team Members

Title	Name
Teacher	BARRETT, WILLIAM
Dean	COX, CHRISTOPHER
Cafeteria Manager	TOMA, NADEN
Plant Manager	FORD, TIMOTHY
School Psychologist	LARA, CHRISTIAN
Counselor	KORICH, MICHAEL
Title IX Designee	
Physical Education Teacher	MAURICIO, MICHAEL
Nurse	THOMPSON BRICE, BRENDA
Health Education Teacher	LEVIN, MICHELE
PSW	CALAVAN LUZANO, LAUREN
Parent Center Director	RODRIGUEZ, YOLANDA
PSA	ESCALANTE, JENNIFER
Coach	KLAPPROTH, DANIELLE
Other	ANKERS, ANNE
Other	DORSEY, DIONNE
Other	LOPEZ, OSCAR
Other	HURTADO, JAZMIN

2.2 Mitigation and Preparation

To effectively prepare for emergencies, a series of assessments are presented in this section regarding mitigation and preparation.

2.3 Safe School Planning Committee Checklist

Essential Checklist: School Safety Planning Committee

- ☐ The School Safety Planning Committee is established and contains a broad representation of all stakeholder groups (students, parents, staff, and community).
- ☐ Schedule and publish the meeting dates for School Safety Planning Committee.
- ☐ Send out a survey to staff to ascertain who has the training, skills, interest, and aptitude for each assignment in the Integrated Safe School Plan. Access http://achieve.lausd.net/issp and check the "Resources" section for the School Emergency Team Skills Survey. This section also includes sample memos and letters you can use.
- ☐ Assign staff to emergency roles in the Integrated Safe School Plan (ISSP) based on the results of the survey, recommendations from the School Safety Planning Committee, and consultation with the principal.
- ☐ If practical, the School Safety Planning Committee consults, cooperates and coordinates with other school site councils or school safety planning committees (CA E.C. § 32282).
- ☐ Prior to adoption, the revised ISSP is reviewed and discussed by the School Safety Planning Committee and the administrative staff.
- ☐ A current copy of the ISSP (redacting sensitive information such as all school maps) is available for public review in the Main Office (E. C. § 32282). Additional copies are in the emergency bin and School Emergency Response Box (SERB). (See Subsection 3.17 Emergency Supplies and Equipment for some details regarding the SERB.)
- ☐ Staff members are made aware of how to access the Integrated Safe School Plan online (http://issp.lausd.net), their emergency roles in the plan, and how to print it.
- ☐ All employees are reminded of their role and responsibilities as disaster service workers (See Section 5.)
- ☐ Verification of the public meeting is on file at the school and uploaded into the online ISSP, and includes the meeting announcement, meeting agenda, and sign-in sheet.
- ☐ The ISSP is evaluated and amended as needed by the School Safety Planning Committee no less than once a year to ensure that the comprehensive school safety plan is properly implemented [E. C. § 35294.2(e)].
- ☐ Check all emergency supplies in the emergency bin, Health Office, classrooms and School Emergency Response Box. Check for expired or obsolete supplies. Order replacement supplies from the warehouse. Note that each year you will need to certify through the online Administrator Certification process (as described in the current version of MEMO 6128) that the school's emergency bin is stocked in adequate amounts, organized, in good

working order, and within applicable expiration guidelines.

- [ ] Establish a Continuity of Service Plan (also known as a Continuity of Operations Plan). Which functions are essential? Which functions must be conducted on site? Who will replace critical staff if they are absent for a prolonged period of time? Make sure the replacement staff has keys and job descriptions for their new duties. For the school continuity plan template, see the Office of Emergency Management web site: Essential Functions for Continuity of Service at School.
- [ ] Check all school radios and contact the ITD Radio Unit at (323) 224-2411 with any functionality issues. Visit https://achieve.lausd.net/radiounit for additional radio information.
- [ ] Have faculty identify their neighboring classroom "buddy" to mutually check on during an evacuation. Create a list to make sure no one is omitted.
- [ ] Create/update the staff cell phone contact list and add it to the ISSP appendices.
- [ ] Check your school's emergency contact phone list of District offices and support personnel to make sure it is current and accurate, supplementing the Emergency Contacts appendix and the Additional Contacts data in Step 4 of the online ISSP.
- [ ] Schedule all emergency drills on the school's master calendar, checking the drill chart at http://achieve.lausd.net/drills.
- [ ] Ensure that the school's emergency response box contains current and accurate information.
- [ ] Review the school's emergency response procedures with clerical, custodial, and support staff. Make sure they are prepared.
- [ ] Review the school's emergency response procedures with Beyond the Bell, L.A.'s Best, Youth Services, and any other before or after-school staff. Make sure they are prepared and know how to respond to an emergency. Make sure they have access to any and all emergency supplies. Print copies of the ISSP and all contact lists for them.
- [ ] Direct staff to http://STEPS.lausd.net for online emergency training information. Administrators can use the STEPS website to access online Emergency Management classes from FEMA.
- [ ] Conduct a Vulnerability Assessment using the template provided on the Office of Emergency Management website. Take STEPS class 406, "Conducting a Vulnerability Assessment," to learn more.

2.4 Plant Inspections

Plant inspections are critical to ensuring that all schools are clean, secured, all paths of egress are open and well-lit and are essential to the safety and well-being of all students and employees of the Los Angeles Unified School District.

Plant Inspections

- ☐ Walk-through will be performed on a biannual basis by the principal and plant manager to identify any unsafe conditions.
- ☐ Emergency routes and paths of travel used to and from assembly areas shall be inspected for ADA compliance.
- ☐ Within a month of the start of the new school year, the School Safety Planning Committee will review the walk-through. A timeline for completion of necessary corrections will be reviewed and assessed monthly.
- ☐ FORD, TIMOTHY will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served. These hazards may include: improper chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails, screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard (See the Common Safety Violations in School Classrooms guide).
    - Damaged fencing.
    - Playground facilities and equipment hazards.
    - Non-functioning lighting fixtures and burnt-out bulbs.
    - Non-functioning heating and ventilation.

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2.5 Hazards in the Community – Vulnerability Assessment

An LAUSD Vulnerability Assessment for schools to self- evaluate hazards on and off-campus is available to schools at http://achieve.lausd.net/page/2309 and is designed to be completed by the School Safety Planning Committee. Completing this assessment provides additional information that will help the committee create a robust and informed Integrated Safe School Plan.

School administration should be aware of potential hazards in the community that can impact the school during an emergency. For example, knowing that a nearby facility uses toxic chemicals will assist in planning evacuation routes. The LAUSD Office of Environmental Health and Safety (OEHS) periodically conducts surveys to identify environmental hazards near schools. Site Administrators can access the survey for their school, if available; at https://achieve.lausd.net/Page/17133. Site administrators can meet with an LASPD officer and walk the neighborhood to be familiar with potential hazards in the community that could impact the school. These findings can be recorded on Form A - Emergency Hazard Assessment Summary, found in the appendices.

Site administrators should visit the CalEPA website and insert the address of their school to see a list of environmental hazards near their campus. They should then print out the map of their school community that shows the exact location of these facilities. Note hazards near the campus, including:

- Facilities containing toxic chemicals or radioactive materials
- High voltage power lines and transformers
- Transportation routes of vehicles carrying hazardous materials (truck routes or railroad right–of–way)
- Underground gas or oil pipelines
    - Schools with pipelines may also be notified by the pipeline operator who can provide additional guidance and safety measures.
- Water towers or tanks
- Unreinforced masonry buildings that may collapse during an earthquake
- Unique site-specific considerations

The map should be retained with the Integrated Safe School Plan and be a reference during emergencies and evacuations.

Federal Emergency Management Agency (FEMA) offers a comprehensive, multiple-natural hazard-based, community-level risk index which is searchable by neighborhood. Coastal flooding, earthquake, hail, heat wave, landslide, lightning, strong wind, tsunami, and wildfire are among the 18 natural hazards included.

The database can be accessed at: https://www.fema.gov/flood-maps/products-tools/national-risk-index. This index takes into consideration the risk level of experiencing the natural hazards; population vulnerability based on factors such as, age, income and living conditions cross-

referenced with available community resources such as, hospitals and fire stations; and historical data on natural disasters.

2.6 Preparation and Mitigation for Students with Disabilities

Additional information is available in the MyPLN STEPS courses 210 and 410.

All school staff members need to be aware of the needs and challenges of students in their care. Schools are required to establish specific plans for students and/or employees with special needs to ensure their safety and implementation of any necessary documentation during any emergency (CA E. C. § 32282). In collaboration with appropriate staff, the School Safety Planning Committee should consider what additional steps and resources the school will use for students and adults with access and functional needs, disabilities, and other special needs. All emergency planning and preparation must consider the requirements of students with disabilities and other specific needs. Some students may need additional assistance during an emergency. It is crucial to prepare for the needs of these students and provide the necessary materials, resources, and personnel. Specific needs can be categorized into several, general groups:

- Mobility
- Visual
- Hearing
- Communication
- Cognitive
- Special Healthcare Needs
- Behavioral

The needs of students must be analyzed to accommodate student needs during emergencies, including procedures for emergency notification, evacuation, and sheltering.

Employees who will assist students with disabilities need to be identified before the emergency, and practice techniques for assisting these students. Staff will need to understand the capabilities and limitations of the population that they support during emergency situations. They should rehearse their role at every emergency drill so that they and the student they assist will have confidence in the process. Participating in all emergency drills enables the students with specific needs and the employees who assist them to become familiar with one another and address any concerns before an emergency occurs.

An administrator/designee shall be identified as the primary contact for ensuring students, others on campus with disabilities or other special needs are considered throughout the ongoing development of the plan. ANKERS, ANNE This administrator and an alternate comprise the Access and Functional Needs Position (See Section 3.6).

Identification of Students with Specific Needs

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2. Plan Development

The School Safety Planning Committee and other stakeholders should compile a list of students with specific needs. The list should include students with temporary physical challenges as well as students with injuries or needs that may not qualify for special education services, but who will need additional assistance during or immediately after an emergency. Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency.

Information about students with specific needs can be gathered from many sources, including:

- School Nurse/Health Care Assistants
- Parents
- Teachers/Related Service Providers
- Paraprofessionals
- IEP Meetings
- LRE Counselors
- Students
- 504 Plans
- 504 designees
- Counselors
- Meetings [e.g., Student Success Progress Teams (SSPT), Interim Behavior Response Plan (BRP]

The list of students with specific needs can be entered in the "Alerts" module (under the student's Record Navigator) of the Welligent system that stores LAUSD student medical condition information. Specific equipment and supplies needed to care for each student should be listed there as well. Periodically, the site administrator can print out an updated list. Details on using the "Alerts" module in Welligent are in the online MyPLN course STEPS.

The Administrator/Designee for Access and Functional Needs should ensure that all students who have specific emergency needs have been identified and that the list of these students and their needs are available in the School Emergency Response Box (see REF-5450 School Emergency Response Boxes). Before an emergency occurs, this list should be shared with the Operations Section Lead, who oversees the Search and Rescue Teams and the Triage Teams. Both teams need to know the names and challenges faced by these students, as it directly impacts the response actions of those teams. This information should be shared with the Logistics Section Lead to ensure that needed supplies are available (e.g., diapers, wheelchairs). The Logistics Section should also be aware of the approximate number of individuals with specific emergency needs, in the event that they need to order resources (e.g., buses). The following items should be stored in the School Emergency Response Box in folders marked "Confidential":

- Class schedules for students with specific needs, so that Search and Rescue Teams will know where to look for students.
- Emergency contact information for each identified student with specific needs.

Welligent (Student Face Sheet) printouts for students with chronic conditions who may require special or additional support from the Search and Rescue and Triage Teams.

The leaders of the Search and Rescue Teams, Triage Teams and the Logistics Team should know where to get copies of these items during an emergency so that their sections can adequately address the needs of students with specific emergency needs.

Emergency Notification for Students with Specific Needs

Administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conduct regular emergency drills that incorporate emergency notification systems, such as the fire alarm system and PA system, into all emergency drills to test the system and identify any non-functional elements. Drilling with the school's emergency notification systems also creates familiarity with the sounds and lights associated with emergencies for students with specific needs. Supplemental online alarm systems training courses STEPS 411 and 418 are offered through MyPLN.

The Administrator/Designee for Access and Functional Needs should ensure the following are in place:

- All students are familiar with the sound of emergency alert systems, as well as the location of alarms and lights.
- All students, including students with communication challenges, are aware of the procedures used to report an emergency.
- All students, as appropriate for their age, ability, and cognition, know the emergency actions to take associated with each emergency alert system or emergency PA announcement.
- Appropriate alternate emergency notification systems should be in place for students who cannot hear, including alternatives to emergency PA announcements (such as for a lockdown).

Administration should make sure that all alarm systems, PA systems, and telephone systems are functional as part of the regular campus inspection process. Back-up plans, such as a cell phone list, should note individuals with specific needs.

Evacuation Concerns for Students with Specific Needs

As part of their planning process, schools will need to consider how they will assist students who cannot evacuate the building on their own, especially those who cannot walk down a flight of stairs. In almost all situations, students can be assisted with a special evacuation device or carried down by two to four adults on the Search and Rescue Team. Multiple-story schools that need a Rescue Seat or Evac+ Chair, or training on using the Evac+ Chair should contact the Office of Emergency Management at oem@lausd.net. Rescue technique training is available online through MyPLN course STEPS 210.

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On an ordinary school day, some students with mobility issues attend classes on the upper floors of buildings and use the elevator to travel from one floor to another. If there is an emergency that includes a power failure or activation of the fire alarm system, the elevator will not function, and these students will need assistance getting to the ground floor. These students will also need assistance after an earthquake, as elevators should not be used. In addition, disaster debris or damage may be disorienting to others who normally use the stairs, such as students who are blind or have visual impairments. Relocating upstairs classrooms of students with significant evacuation challenges to the ground floor should be considered for student safety.

Teachers are to use the buddy system during evacuation, so that one teacher can take two or more classes to the Assembly Area, while the second teacher or designated adult assists or waits with students who cannot evacuate on their own.

During an emergency, Search and Rescue Teams may need to rescue students who are trapped and cannot evacuate the building on their own accord. As they search buildings, the Search and Rescue Teams need to check for any students who cannot walk down a flight of stairs.

To make sure that these students, identified assistants, and Search and Rescue Team members are familiar with each other, all students must take part in all campus emergency drills. It will only be through practice that team members become familiar with the students and their capabilities. Drills should also pose a variety of challenges, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area. Information is available in the REF-5803 Emergency Procedures, Drills and District-Wide Exercises.

All students with evacuation challenges must be identified and know:

- Who will assist them during an emergency
- How they will be assisted/rescued during an emergency
- Where they should wait, if there is a designated location
- What equipment will be used (e.g., Rescue-Seat, Evac+ Chair)
- Where assistive evacuation equipment is kept

All staff members responsible for assisting students during evacuations should be familiar with the evacuation buddy system and applicable assistive rescue devices and techniques.

A critical part of daily campus inspections is making sure that all access to the Assembly Area is open. All doors and exits should be open and work the way they were designed. Paved surfaces should be free of any obstruction. Blockages that are easily maneuvered by many can become overwhelming impediments to people with mobility challenges. All routes should be inspected to make sure they will service everyone on campus. This is especially true around construction sites, holiday decorations, and inclement weather.

Any person using a wheelchair who can travel without additional assistance proceeds directly to the school site Assembly Area. This school's specific plans for evacuation assistance includes:

Preparing to Shelter and Care for Students with Specific Needs

Once students with specific needs have been evacuated from the building, the next challenge will be maintaining their physical and emotional safety until they can be reunited with a custodial adult.

Before an emergency, identify what specific supplies or materials are needed to provide round-the-clock care for students with chronic conditions or special healthcare needs. Much of this information may already be in the Welligent student database, although it might not mention items that are only needed outside of school hours. The greater the student's needs, the more supplies that may need to be stored for emergency use.

School staff can create a backpack "go kit" with the necessary supplies and tag with the student's name. The backpack should contain all materials needed to support that student, as well as any documentation that may be needed by first responders or outside support agencies such as paramedics or hospitals. The bag can be stored in the classroom with the teacher or in the emergency bin if none of the supplies can be damaged by heat. Whenever the students evacuate the building, classroom employees must bring the backpacks with them. The school's specific plans for disaster assistance for students with specific needs includes:

2.7 Public Disaster Shelters

There are centralized procedures that are followed by LAUSD before any school is used as a public disaster shelter. Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Management (OEM) in adherence to pre-established agreements. Any requests from the Red Cross for shelters should be directed to OEM at 213-241-5337 or the LASPD Watch Command at 213-625-6631. More information is available in BUL-6084 LAUSD Use of School Facilities in an Emergency or Disaster Situation.

2.8 Assessments

The school ensures that appropriate stakeholders participate in the annual self-assessment process.

Twelve self-assessments are completed online as part of Step 2 of the Integrated Safe School Plan process. They contain critical elements of safe and healthy school planning that must be completed for compliance with federal law, state law, and District policy and procedures. Results can be used to further facilitate the development of the school's ISSP and enhance overall health and safety at the school.

The most successful assessments are conducted by a broad array of individuals at a school, including support staff and first responders. Students and parents, including students and parents with disabilities, access, and functional needs, should be included to the maximum extent appropriate. These individuals will reflect on the school's practices, progress and challenges based on the prior year's data to complete the assessments.

2.8.1 Health and Nutrition

Health services are provided by a school nurse to meet federal and state mandates and the health needs of students. The school ensures immediate and reliable access to medications, special diets, treatments, and emergency care.

Acquisition and Use of an Automated External Defibrillator (AED)

For more details, access BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs).

The Health and Safety Code § 1797.196 (c) states when an AED is placed in a public or private K-12 school, the principal shall ensure that the school administrators and staff annually receive information that describes sudden cardiac arrest, the school's emergency response plan, and the proper use of the AED. The principal shall also ensure that instructions, in no less than 14-point type, on how to use the AED are posted next to every AED. The principal shall, at least annually, notify school employees as to the location of all AED units on campus.

CA E.C. § 35179.6 (b) states commencing July 1, 2019, if a school district or charter school elect to offer any interscholastic athletic program, the school district or the charter school shall acquire at least one AED for each school within the school district or the charter school. The school district or the charter school is encouraged to ensure that the AED or AEDs are available for the purpose of rendering emergency care or treatment within a recommended three to five minutes of sudden cardiac arrest to pupils, spectators, and any other individuals in attendance at the athletic programs on campus activities or events and shall ensure that the AED or AEDs are available to athletic trainers and coaches and authorized persons at these activities or events.

Responsibilities of the Administrator:

As described in BUL-4480:

- Ensure that all school staff annually receive information on the following:
  - The school's CPR/AED Emergency Response Site Plan and AED's location, completed each year by October 15 (Attachment A).
  - AED Program Tri-Fold Information Pamphlet (Attachment B).
- Ensure that instructions on how to use the AED are posted next to every AED. The AED signage must be visible with clear instructions that are no less than 14-point type (Attachment C).
- Ensure that the following occur:

- Perform equipment maintenance of AED and associated supplies, such as pads and first responder kit, and check for expiration dates and damage every 30 days, specifically on the 1st of every month and no later than the 10th of every month. Report AED maintenance checks on the District-approved online platform via online login (Attachment D) or QR Code Scan (Attachment E).
- Reorder outdated or damaged AED equipment supplies, as necessary.
- Allow school site employees the opportunity to obtain CPR/AED certification that complies with the regulations adopted by the California Emergency Medical Services Authority (EMSA) and standards of the American Heart Association (AHA) or the American Red Cross (ARC).
- Designate volunteer emergency site responders as described in BUL-4480 and maintain responder training records on the cloud-based device management system (Attachment F) and CPR/AED Emergency Response Site Plan form (Attachment A).
- Report the AED usage event on the cloud-based device management system and complete both the Incident Report in the Confidential Report of AED Incident Response form and the Incident System Tracking Accountability Report (iSTAR). Additionally, comply with post-usage event processes from the District-approved vendor.

Requirements when administering CPR and the use of an AED:

1. Call 911.
2. Call parent/guardian/emergency contacts.
3. Ensure that the individual who received CPR and the application of the AED is transported in an emergency vehicle to a hospital for further treatment and observation.

Administration of Naloxone (Narcan)

CA E.C. § 49414.3 authorizes school districts to:

- Provide emergency Naloxone (Narcan) or another opioid antagonist to school nurses or trained personnel who have volunteered.
- Use Narcan or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an opioid overdose.
- Designate one or more volunteers to receive initial and annual refresher training, based on standards regarding the storage and emergency use of Narcan or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon.

Based on this authorization, all LAUSD nurses and other designated personnel will have access to and training in the use of Narcan. At this time, LAUSD ensures staff training be conducted through

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MyPLN with completion certificates filed within each employee's personnel file. Further supplemental training is also being conducted by a credentialed school nurse.

Responsibilities of the Administrator:

- Review the information contained in BUL-133120 Administration of Naloxone (Narcan) Nasal Spray.
- Discuss the Narcan Nasal Spray and reporting policy with employees, and parents/guardians.
- Ensure that school nurses, designated staff, school police (LASPD), local police, and other emergency responders (fire department or LAFD or 911-deployed responders), can access Narcan supply when needed.
- Maintain an annually updated Naloxone (Narcan) Emergency Response Site Plan on the premises where the Narcan Nasal Spray is stored. This plan shall be accessible to Emergency Personnel, such as school nurses, designated staff, school police (LASPD), local police and other emergency responders (fire department or, 911-deployed responders).
- Ensure confidentiality of all Narcan Nasal Spray uses and its reports.
- Report all instances of Narcan Nasal Spray usage by completing an iSTAR.
- Treat the report of Narcan Administration as a confidential report for use by LAUSD attorneys and the Office of Risk Management. No copies of the report shall be furnished to anyone including employees, students, or parents without permission from the Office of the General Counsel.
- Ensure proper procedures correlating to the storage, restocking, and emergency use of naloxone nasal spray as an opioid antagonist are being followed.
- Coordinate with designated staff to keep the Narcan and monthly checklists stored in a secure location.
- All schools must maintain records for seven (7) years.

Requirements when Administering Narcan:

1. Call 911.
2. Call parent/guardian/emergency contacts.
3. Ensure that the individual who received Narcan is transported in an emergency vehicle to a hospital for further treatment and observation.

Food Services

School menus, Café-LA programs, meal application and other pertinent food services and nutritional information can be found on the Food Services Division website at https://achieve.lausd.net/cafela.

Adequate time for students to obtain and consume their meals is a state, federal and School Board requirement. Schools that have an after-school program offer healthy snacks and supper meals provided by the Food Services Division.

2.8.2 Positive Safe School Environment

2.8.2.1 Reporting and Notifications

Suspected Child Abuse and Neglect Reporting Requirements

Administrator Responsibilities:

- Review child abuse reporting policies with all employees twice a year (e.g., beginning of each semester), and assist or designate another administrator to assist employees seeking assistance in meeting their mandated child abuse reporting responsibilities.
- An employee who successfully completes the Child Abuse Awareness Training (CAAT) training will have certified the Employee Acknowledgement, and the supervisor may maintain a file of CAAT training completion certificates but is not required to do so. Also, although not required to do so, an administrator may annually request that each employee under the administrator's supervision sign the Employee Acknowledgement of Suspected Child Abuse Reporting District Policy and Legal Requirements in the BUL-1347 Child Abuse and Neglect Reporting Requirements.
- Ensure all employees are auto enrolled and have completed the annual fall online CAAT and passed the assessment by September 15 of each school year.

Employee Responsibilities:

- Review and pass the online CAAT.
- An employee suspecting child abuse or neglect must file a Suspected Child Abuse Report (SCAR):

  A. If the employee has an emergent (urgent) SCAR to make (e.g., immediate risk of abuse, neglect, or exploitation or that the child is in imminent danger of harm or death), the employee must: (1) telephone report immediately or as soon as practically possible to a child protective agency; and (2) file a written report with the same agency within 36 hours of receiving the incident information.

  B. If the employee has a non-emergent (urgent) SCAR to make (e.g., non-life threatening and non-emergency), the employee has an option to report to the Department of Children and Family Services (DCFS) by immediately or as soon as practically possible using the one-step online Child Abuse Reporting Electronic System (CARES) offered by the DCFS: https://reportchildabusela.org.
- The employee reporting suspected child abuse should not attempt to verify the suspicion or prove that abuse or neglect has occurred.
- Investigation (questioning witnesses, obtaining written statements), notification (family, alleged perpetrator), counseling, and family intervention are the responsibilities of the child protective agency.

The employee must know of the requirements to report known or suspected instances of child abuse and neglect and will comply with such requirements. The employee must view the CAAT

training, pass the CAAT assessment, and get their-training completion certificate. Summary guidelines for Child Abuse and Neglect Reporting:

- Reportable victims include persons under the age of 18, and dependent adults 18 years of age or older who are dependent upon others for care.
- Child abuse includes physical abuse, sexual abuse, neglect, willful cruelty, unjustifiable punishment, life endangerment, mental suffering, and emotional abuse.
- If a child discloses that they were abused or an allegation of abuse is brought to the attention of any District employee, a report must be made immediately or as soon as practically possible and should not be delayed until the end of the school day. School procedures may not require the reporter to disclose their identity to school personnel prior to or after making a report.
- A child abuse report should only be made to one child protective agency (e.g., DFCS, law enforcement agency). School Police is not a child protective agency, and reports made to School Police are not a means of complying with the law.
- Child abuse reports are confidential. The designated reporter should only complete the report.
- The law enforcement officer or children's services worker who receives a report of suspected child abuse or neglect determines the course of action and has specific legal authority and responsibilities. The official may interview anyone during the investigation and may take the alleged child victim into protective custody.
- Any person mandated by the California Penal Code who fails to report any instance of child abuse, which they know or reasonably suspects to exist, may incur criminal, civil, and/or professional liability.
- No employee mandated under the provisions of the California Penal Code shall be civilly or criminally liable for reporting suspected child abuse or neglect.

Incident Reporting

Responsibilities of the Administrator:

- Inform all staff of the reporting/notification process.
- Identify and manage the users who have access to the online iSTAR system.
- Report all incidents using the iSTAR System. Reports should be timely and thorough.
- Follow incident reporting procedures in BUL-5269 Incident System Tracking Accountability Report (iSTAR).
- Report incidents also to Region Operations for appropriate follow-up.
- Regularly review incident reports for trends, particularly those incidents involving crimes, to identify and implement prevention strategies.

Incident Reporting Guidelines:

An iSTAR is to be completed when there is an interruption to the operational and/ or instructional activities, such as but not limited to the following types of incidents:

- Any threat, including explosive device and terrorist threats, to the school, individual student, or staff.
- Student or staff member injured or missing.
- An assault or battery on a staff member.
- Serious infraction by a staff member.
- Any event involving police or fire departments.
- Life-threatening incidents and safety hazards.
- Serious campus disturbances (major fight, demonstration).
- Natural disaster.
- Evacuations, lockdowns, shelter in place actions.
- Utility outage.
- Construction problem preventing access.
- Unplanned media or social media coverage.
- Harassment/discrimination.

Notification in Parent-Student Handbook

Responsibilities of the Administrator:

- Discuss the contents of the *Parent-Student Handbook* with all staff members.
- Require that each parent/student return a signed receipt indicating that they have received and read the *Parent-Student Handbook*.
- Implement a school-site system for collecting and maintaining a signed return receipt from each parent/student.

2.8.2.2 Campus Security

Student and Employee Security

Suggested options for perimeter gate access during a Rapid Relocation, as well as Rapid Relocation procedures, are provided in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools. Also, see Section 6.8 Rapid Relocation of this plan.

Responsibilities of the Administrator:

- Review the information contained in Bulletin 5721 Student and Employee Security, with the students and staff at the school.
- Assign custodial personnel to check the campus for loiterers and trespassers, especially restroom areas, when opening and closing the building and grounds.
- Call School Police at (213) 625-6631 when assistance is needed on or adjacent to the campus.

- Develop classroom-to-office emergency communication plans in the event that regular means of communication are unavailable.
- Implement a neighborhood school-watch program. Request residents to report any unusual activities on campus to the principal during regular business hours and to School Police or the local law enforcement agency during nights, weekends, and holidays.
- Develop strategies to control rumors concerning school or community incidents.
- Organize, under the supervision of appropriate school personnel, a team of volunteer parents, other community residents, and staff members to patrol the campus and the perimeter.
- Enforce dress code that prohibits the wearing of gang apparel or the use of gang-related symbols.
- Work with School Police, local law enforcement and the school safety committee to review crime data for the area surrounding your school. Assess the current status of crime committed on school campuses, at school-related functions, and in the neighborhood surrounding your school (CA E. C. § 32282). A website that maps crime data by address, such as http://www.crimemapping.com, is a very useful tool. The following information can also be reviewed: office referrals, attendance rates/School Attendance Review Board data, suspension/expulsion data, California Healthy Kids Survey, School Plan for Student Achievement, School Experience Survey, local law enforcement juvenile crime data and property damage data.

Responsibilities of Staff:

- Report to the Main Office or other designated office prior to proceeding to assigned classrooms or work areas.
- Lock classroom doors when working alone before or after school hours.
- Establish and maintain a buddy system when working in isolated areas or traveling to and from parking areas at the start and close of school.
- Exercise stringent control of assigned school keys and secure all personal valuables.
- Report any person loitering in or adjacent to parking areas, etc., or sitting in a parked car.
- Instruct students to avoid strangers and provide strategies for avoiding contact with strangers. Utilize the following resources as appropriate: LAUSD crime prevention programs, drug resistance programs, child abuse, and traffic safety bulletins.

Campus Supervision

Responsibilities of the Administrator:

- Maintain a current supervision plan and schedules for staff carrying out the plan.

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- Provide training regarding campus safety and campus supervision and schedule meetings for campus supervision updates.
- Inform all staff, students, and parents of the campus supervision plan.
- Have custodial personnel check the campus for loiterers and/or trespassers especially restroom areas when opening and closing the buildings and grounds.
- Review and post at all utilized entrances appropriate signs regarding weapons, visitors, trespassing, loitering, etc.
- Monitor or prohibit student access to cars during school hours.
- Review with campus supervision personnel procedures related to the proper use, maintenance, and security of issued hand-held and base radios. See "School-Based Radio System," or call the Radio Unit at (323) 224-2456.
- See that the school adheres to the District policy on closed campuses. All exit gates, except the main gate, will be locked after the start of school. Student exit gates will be unlocked prior to dismissal time.

Locked Campus Policy

Responsibilities of the Administrator:

- Assign a school staff member, volunteer parent, or similar, to monitor the main entrance during the school day and assist visitors with signing in and reporting to the Main Office upon entry.
- Assign available school staff to monitor the campus perimeter, known trouble spots, and all building and gate entrances during the school day.
- Inform all students and parents/guardians that schools are closed campuses and that students are not allowed to leave the campus during the school day without the permission of the principal and the parent/guardian.

Visitors to School Campuses

Responsibilities of the Administrator:

- Schools must develop and post a visitor's policy. The policy must not set arbitrary time limits regarding frequency and duration of visits and must be distributed to parents and staff annually.
- Inform parents in advance of the procedures for visiting the school.
- Have all visitors report to the Main Office upon arrival. Visitors must wear a visitor pass and return the pass upon departure.
- Conduct a review to ensure that the appropriate and approved signs are posted regarding visitors, trespassing, loitering, and other requirements at all utilized entrances. Report persons loitering or trespassing on or adjacent to the campus to LASPD.

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Administrators have the authority under the California Penal Code, Los Angeles Municipal Code, and the Education Code to report to the appropriate police agency visitors who fail to adhere to the posted “Visitor’s Policy.”

Responsibilities of the Parents/Visitors:

- All campus visitors must have the consent and approval of the principal/designee within a reasonable period of time after making a request to visit the school.
- Parents have the right to observe in the classroom in which their child is enrolled within a reasonable period of time after making a request.
- Visitors are not to converse with the students, teacher, or instructional aides during the visitation.
- Visitors are to keep the frequency of classroom observations reasonable (to be determined by the activity being observed).
- Parents do not have the right to willfully interfere with the discipline, order, or conduct in any school classroom or activity with the intent to disrupt, obstruct, or cause substantial disorder in a place where a school employee is required to perform his or her duties.

School Police/Local Law Enforcement

Responsibilities of the Administrator:

- Meet with a School Police Officer or Area Sergeant to share and discuss information related to campus activity and the site’s security operations and service needs.
- Review with staff the appropriate notification and protocol for reporting campus crime and incidents.
- Review with staff, on an ongoing basis, procedures related to the proper use and security of issued hand-held and base radios, with the assistance of LASPD, as necessary.
- Alert appropriate law enforcement agencies near school campuses and the respective Region about incidents and events that may have repercussions at other locations.
- Provide to staff safety bulletins and available information regarding incidents or situations that might impact personal safety or the school’s education environment.
- Solicit community support to assist with student safety to and from school.
- Provide appropriate law enforcement telephone numbers to area residents and businesses and solicit their support in reporting unusual activities on and around the campus to School Police and the local law enforcement agency during nights, weekends, and holidays.
- If a local law enforcement agency notifies a site administrator with a request to disseminate information pertaining to a sex offender, contact the School Police Watch Commander at (213) 625- 6631 and advise them of the material received. LASPD will serve as the District’s liaison with the agency to determine the expectations for the information, distribution, and the scope of the disclosure.

Procedures When Calling for Service from Law Enforcement Agencies:

- Identify yourself and your location. Give callback numbers (office or cell) where you can be reached most easily.
- Summarize the nature of the problem or incident.
- Give the location of the problem incident.
- Request medical assistance, if needed (if not already requested through 911).
- Describe the person or suspect involved: Provide a physical description (gender, ethnicity, age, height, weight, hair color and style, color of eyes, and clothing worn) and other known information (i.e., student, staff member, nonstudent, parent, other known or suspected gang affiliation, etc.).
- Describe weapon involved, if any: Type, location (on person, in vehicle, etc.), and manner used (actual use, threat, etc.).
- Describe method of transportation used by person or suspect involved and last known direction of travel. Indicate motor vehicle, motorcycle, bicycle, bus, skateboard, skates, etc., (if motor vehicle, give color, year, make, model, and license plate number) and any other information (i.e., number of passengers in the vehicle).
- Advise School Police if another law enforcement agency has also been contacted.

Responsibilities of the Los Angeles School Police Department (LASPD)

As peace officers, School Police Officers are expected to take appropriate steps to discourage potential law violations and head off potentially threatening situation. Their primary responsibility is to “keep the peace” by protecting students and staff from physical assault and school property from theft and destruction. LASPD officers will be available to support school-site administrators, students, staff, community members, and local agencies to create a safe and secure school learning environment. LASPD will also provide support through the Youth Diversion program to address safety issues and criminal conduct. Safe Passages and other specialized units will work to support LASPD officers assigned to support schools to ensure safety around the campus, enforcing all applicable laws fairly and impartially, and maintaining presence in safe passages areas. Minor violations will be addressed with the “spirit of the law” posture rather than a “letter of the law” posture in enforcement efforts.

School Police Officers will:

- Respond to the school for the protection of pupils and District personnel, the security of District property, and the prevention of theft and malicious mischief to cars and other personal property of school personnel on campus.
- Develop and maintain a positive, professional, and ongoing working relationship with the school-site administrators, students, staff, school community members, and outside local and law enforcement agencies, to address and problem-solve crime and safety issues and to meet the school’s safety objectives and goals as established.

- Follow all procedures consistent with the District-established policies and School Police directives.
- Act in an advisory capacity regarding the need to involve local law enforcement agencies.
- Assist with preparing, evaluating, and updating the Integrated Safe School Plan.
- Serve as a member of the school's Crisis Team and School Threat Management Team.

Responsibilities of Law Enforcement (School Police/Local Agencies):

- In instances where law enforcement statutory requirements apply, the appropriate legal decisions are made by the police officer. While in most cases the situations will be obvious, in other less obvious instances, the legal decision will be made by the involved police officer, consistent with current Police Department and District directives and policies and in consultation with an LASPD supervisor.
- A lockdown of the campus is called by either a law enforcement agency or a site administrator to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school. The site administrator terminates the lockdown after consulting with law enforcement.
- Properly identified law enforcement officer are allowed to interview a student "in the presence of the principal or a teacher."
- Properly identified law enforcement officers may remove a student from a school. Responsibility for parent notification of a student's removal by law enforcement personnel rests with the school administration. The involved officer is also obligated to make parent notification.
- The difficult task of delivering death notifications to next of kin is the responsibility of law enforcement personnel or the Los Angeles County Coroner's Office personnel, who have been provided with the training and resources necessary to carry out such notifications. If a death has occurred on campus and a member of the victim's family arrives at the school prior to being notified of the death by law enforcement, the family member should be escorted to a private comfortable setting until law enforcement personnel arrive. If a member of the victim's family calls the school prior to notification by law enforcement, they should be asked to come to the school.

Role of Law Enforcement Personnel When a School Becomes a Crime Scene:

- Law Enforcement personnel will establish a crime scene at any time when it is necessary to preserve evidence of a crime, or an investigation of a crime is in progress, including but not limited to: murder, suicide, death due to suspicious circumstances, or for other serious crimes involving students, staff, or others (crimes that include, but not limited to, vandalism, burglary, or arson). Only authorized law enforcement and fire department personnel are allowed inside the designated crime-scene area.

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- The first police officer to arrive on scene will have specific duties to perform to ensure the protection of the crime scene and to assure that the crime is investigated properly. Despite the sometimes-chaotic nature that characterizes many crime scenes, the police must be permitted to do their job according to established procedures.
- A police supervisor or police officer will serve as the liaison with the school's administration.
- The law enforcement officer in charge will determine if and when crisis team members or other support personnel from outside the school can enter the campus to begin their intervention assessments and follow-up activities.
- Once potential witnesses have been identified, it is essential to keep witnesses separate to maintain and preserve the integrity, clarity, and objectivity of each person's account. Therefore, school administrators may be asked to provide multiple locations on campus to isolate witnesses for questioning by law enforcement personnel.

2.8.2.3 Violence Prevention and Interpersonal Relations

Cybersecurity

- As the largest K-12 computing network in the United States, users of the LAUSD computing environment have a responsibility to do all they can to protect themselves, their accounts, the systems they use, and the secure data they deal with.
- Many District employees have regular access to sensitive information, which is protected with multiple layers of security. Employees are the first of these layers to protect District data, but they are also the most vulnerable. Most data breaches start with an attacker exploiting the human nature of employees in various social contexts to gain access to sensitive information. Employees may not realize they are a target and may be unsure how to prevent, identify, or report cybersecurity threats. It is critical to follow all District cybersecurity measures including those referenced in this section.
- The District has implemented an Information Security Training and Awareness (ISTA) program with the purpose of achieving the following strategic goals:

    1. Improve the District's resilience to cybersecurity threats.
    2. Establish a strong security-minded culture and integrate it into day-to-day District operations and decision-making.
    3. Improve compliance with external regulatory and contractual requirements that require mandatory training and awareness (e.g. HIPAA).
    4. Minimize the frequency and impact of security incidents.
- All employees must complete the online Annual IT Cyber Security Awareness Training.
- To report a concern about a potential data breach or compromised machine or account to IT Security, employees should call the ITD Helpdesk at (213) 241-5200 or send an email to information.security@lausd.net.

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All employees are encouraged to follow Cyber Safety tips on the ITS website: https://achieve.lausd.net/cybersafety. Additional details regarding the responsible use policy are also available at this site.

Digital Citizenship

Responsibilities of the Administrator:

- Provide staff with professional learning opportunities offered by the Instructional Technology Initiative within the Division of Instruction to deepen digital citizenship knowledge and practices: https://achieve.lausd.net/digcit
- Review with staff the following bulletins to understand the implications of digital engagement in creating a safe school environment.
    - Responsible Use Policy for District Computer and Network System Bulletin
    - Social Media Policy for Students Bulletin
    - Social Media Policy for Employees and Associated Persons Bulletin
    - Parent Acknowledgement Form
    - Media Release Form

  https://achieve.lausd.net/Page/13474
- Provide parent workshop sessions regarding digital citizenship practices of proactive engagement, safety, and security online: https://achieve.lausd.net/Page/16676
- Ensure that staff integrate digital citizenship instruction across content areas, leveraging District-adopted digital citizenship curriculum: https://achieve.lausd.net/Page/16689
- Establish a digital presence with purpose in alignment with District policies to maintain open communication with school community and model promising practices.

Code of Conduct with Students

- Provide a copy of the "Code of Conduct with Students" to each employee and any individual working with students on an annual basis at the beginning of each school year or when the employee reports to the site/work location if the school year has already begun.
- Post the "Code of Conduct with Students" in staff lounges and other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.
- Include the "Code of Conduct with Students" in the location's employee handbook, school's Safe School Plan, and in the substitute folder that is provided to substitute teachers who report to school sites.
- Remind employees/individuals to be mindful of the fine line drawn between being sensitive to and supportive of students' needs and a possible or perceived breach of responsible, ethical behavior.
- Encourage employees/individuals to use good judgment and caution them to avoid the situations indicated in the document.

- Reaffirm with employees and individuals of the duty to protect students and provide a safe and secure learning environment.

Sexual Grooming, Abuse, and Misconduct with Students

- Grooming is the deliberate process by which offenders gradually initiate and maintain sexual relationships with victims in secrecy.
- Offenders are often a family member or another adult in the victim's circle of trust, including those who work in schools, and who normally and regularly interact with the victim.
- Offenders in schools may be admired by colleagues, recognized as valuable members of the school community, and are appreciated by parents.
- The grooming process begins with the offender establishing a bond with their victim by behaviors such as spending time together, sharing secrets, providing gifts, and giving them special attention. Some behaviors may appear to be normal interaction between an adult and a student.
- Grooming leading to sexual conduct with a victim (e.g., sexual abuse, exploitation, and child pornography) is a crime and must be investigated by law enforcement.
- The Code of Conduct with Students serves as the District's policy for appropriate and professional interaction with students of all ages. Administrators must take prompt action to address any behavior that violates the Code of Conduct not deemed a crime by law enforcement.
- Students can also be suspected of abusing other students.

Administrator Responsibilities:

- Understand and recognize potential grooming behaviors.
- Present sexual grooming awareness training to employees.
- Complete the Administrator Certification page by the designated due date.
- Respond to reports of potential grooming of a student by an employee, student or school-related adult.

Employee Responsibilities:

- Report suspected child abuse as outlined in BUL-1347 Child Abuse and Neglect Reporting Requirements.
- For students over 18 years of age who are considered dependent adults, report suspected dependent/elder adult abuse as outlined in Dependent/Elder Adult Abuse and Neglect Reporting Requirements.
- If the suspected perpetrator of the abuse of a student is a District employee, student or school-related adult, the mandated reporter is encouraged to make the mandated child abuse report to local law enforcement.

- Notify a Site Administrator immediately of the misconduct after making the child abuse report when a District employee, student or school-related adult is suspected of abusing a student.
- Students can also be suspected of abusing other students. Mandated reporters must follow the same suspected child abuse reporting procedures.

Administrative Searches

Contact Region Operations for current policy and procedures related to administrative searches.

Gun Violence Prevention

Responsibilities of the Administrator:

- Distribute to families annually the Parent Legal Duties to Safely Store Firearms letter in the LAUSD Student/Parent Handbook, as required per Board Resolution 046-18/19.
- Make gun violence prevention resources available to your parent/guardian community.

Safe School Collaborative

Responsibilities of the Administrator:

- Identify key community stakeholders in relation to safety, including but not limited to: law enforcement, probation, city attorney's office, city, and county human relations.
- Identify key LAUSD central and Region personnel to provide consultation and support, such as: Region Operations, Organization Facilitators, Human Relations, Crisis Counseling, etc.
- Identify a multidisciplinary school safety team composed of members such as, administrators, parents, teachers, school police officers, health, and mental health professionals (i.e., PSW, PSAC, School Psychologist, or School Counselor), after-school staff, etc.
- Identify a designated chair to convene the meetings, establish a needs assessment for the school and community related to safety concerns, identify goals and objectives, and assign roles and responsibilities.
- Work towards the development of safe passage to and from school for students.

Gang Risk Intervention

Key Elements:

- Become familiar with gang groups, related activities, graffiti, apparel, etc.
- Provide staff development regarding gang prevention and intervention strategies.
- Provide parent in-service training regarding gang membership and activities.

- Develop a forum for discussion that brings together influential students ("natural leaders") who represent all segments of the student population, including selected gang members.
- Collect information from law enforcement, probation, community-based organizations, and others to understand the scope of the school/community gang problem.
- Contact law enforcement agencies, gang experts, and formal/informal counselors to obtain strategies and related information. Probation officers can assist with students who are on probation.

Bullying & Hazing Policy

California Education Code EC section 48900 (r) defines bullying as:

- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school. For additional guidance, including investigative steps, access BUL-5212 Bullying and Hazing Policy (Student-to-Student).

Responsibilities of the Administrator:

- Ensure that bullying and cyberbullying training are available to employees who have regular interaction with students.
- Investigate allegations of bullying thoroughly and maintain confidentiality throughout the investigation.
- Respond to incidents whether the involved parties are students or employees. (For incidents between employees, refer to the BUL-5798 Workplace Violence, Bullying and Threats [Adult-to-Adult].)
- Take appropriate actions to resolve the situation.
- Document the investigation, interventions, and resolution.

Responsibilities of Staff and Student Rights:

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- Schools must discuss relevant aspects of the Bullying & Hazing Policy with their students.
- Personnel are responsible for taking corrective action to prevent bullying in school, at school events, and to and from school.
- Any person has the right to report an allegation of bullying without reprisal or retaliation.

Hate-Motivated Incidents

For more details, access BUL-2047 Hate-Motivated Incidents and Crimes - Response and Reporting.

Responsibilities of the Administrator:

- Respond quickly to incidents, whether the victims are students, staff, or community members.
- Ensure the physical safety of the victim and offer victim assistance, as appropriate.
- Investigate incident, provide interim safety/emotional support measures, and take appropriate disciplinary action. If necessary, involve law enforcement and preserve evidence.
- Report hate-motivated incident/hate crime to School Police and implement educational programs and activities that foster human relations skills and combat behaviors of name-calling, harassment, discrimination, hate and bigotry.
- Review with employees and students and post nondiscrimination notices in all schools/offices, including staff lounges, student government meeting rooms, the main administration building, or other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.

Sexual Harassment Prevention Policy

Key Elements:

- All allegations of sexual harassment are to be treated seriously and investigated in a way that respects the privacy of all parties.
- All reported incidents of sexual harassment should be investigated and addressed to prevent recurrence. Several attachments found in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment) may be utilized to document the complaint policy guidance provided to the parties, ensure Title IX Protections are afforded, appropriate grievance procedures are determined (Title IX, Uniform Complaint Procedures [UCP], informal investigation), and communication to the families of the target and the accused.
- Review with employees and students and post the sexual harassment prevention poster in all schools/offices, including staff lounges, student government meeting rooms, the main administration building, in a prominent and conspicuous location in each

bathroom and locker room at a school, and in other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.

- For procedures regarding employee-to-employee complaints of sexual harassment refer to District BUL-6612 Non-Discrimination And Anti-Harassment (Including Sexual Harassment) Policy and Complaint Procedure
- Parties are to be provided supportive measures in an equitable manner and informed of any remedial or corrective actions that are instituted to resolve the complaint once a final determination is made.
- Complaints of sexual harassment are often sensitive, complex, and difficult to handle.
- There are informal, formal UCP, and Title IX designated processes described in responding to such complaints as outlined in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment.

Title IX Gender Equity

Key Elements:

Students have the right to an equal learning opportunity in their school's programs and activities (i.e., extracurricular, clubs, awards).

Students may not be required to take and/or may not be denied enrollment in a course because of actual or perceived sex, sexual orientation, gender, gender identity, gender expression, pregnancy, childbirth, termination of pregnancy, breastfeeding/lactation status, and related medical conditions.

- Students shall be provided with counseling and guidance, course access/instruction, participation in extra-curricular activities, programs and clubs, and administration of discipline that is not discriminatory.
- Sexual harassment of or by school employees or students is a form of gender discrimination and is prohibited.
- Students and/or parents who file a complaint are to be informed of the administrative investigation findings of the complaint.
- Schools shall offer student’s equal opportunities to participate in physical education or play sports.
- Equipment, supplies, game and practice schedules, budgets, facilities, etc., offered to teams shall provide equal athletic opportunities for members of both sexes.
- No student applying for enrollment will be subject to discrimination on the basis of any of the protected categories above.
- Any complaints of discrimination shall be handled in a confidential manner. The District will not tolerate retaliation in any form against the complainant or any party involved in the investigation, for filing or participating in a complaint investigation.
- Review data related to such incidents in order to plan and increase site safety.

- The informal and formal processes for investigating the complaints are found in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment).

Intergroup Relations

Responsibilities of the Administrator:

- Take proactive steps to build and maintain safe, healthy, welcoming, and affirming learning and working environments, where students, staff, and families' identities and voices are represented, recognized, and valued.
- Provide activities for meaningful interactions between student, staff, and parent groups to promote an appreciation of diversity and a supportive school climate. Trainings, activities, and resources are available from the Office of Human Relations, Diversity and Equity.
- Make a concerted effort to affirm and engage student subgroups on the campus, such as newly arrived immigrants, sexual and gender diverse students, students with disabilities, in foster care, experiencing homelessness, and racial, cultural ethnic or religious minorities.
- Support schoolwide efforts to reduce misconduct and bullying by promoting pro-social behaviors.
- Follow the guidelines of BUL-5212 Bullying and Hazing Policy (Student-to-Student) for responding to allegations of bullying.
- Designate a point person for overseeing the school climate, bullying prevention efforts, and procedures for managing peaceful resolutions of conflicts (e.g., Restorative Practices and Peace Builders).

School Site Crisis Team

Responsibilities of the Administrator/Designee:

- Establish a safe, civil, and secure school environment.
- Establish a multi-disciplinary School Site Crisis Team, in accordance with the Integrated Safe School Plan.
- Ensure that the BUL-5800 Crisis Preparedness, Response and Recovery policy and all applicable protocols are implemented.

Suicide Prevention, Intervention and Postvention

Responsibilities of the Administrator:

- Designate Crisis Team Members/Suicide/Threat Prevention Liaisons (STPLs) in the ISSP's School Site Suicide/Threat Assessment Team.

- STPLs only assess students, not employees. For assessments of non-students, see BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult).
- Respond to reports of students at risk for suicide or exhibiting self-injurious behaviors immediately or as soon as practically possible.
- Monitor and follow-up to ensure that the risk has been mitigated through support and resources.
- Ensure that the Suicide Prevention, Intervention, and Postvention (SPIP) policy is implemented.
- Provide follow-up to relevant staff such as Region Operations, as needed.
- Report incidents in Incident System Tracking Accountability Report (iSTAR) as appropriate and update as needed.

Responsibility of all District employees:

- All District employees must complete the online Suicide Prevention and Awareness Training annually. The training certifies that employees know the warning signs and risk factors for suicide, as well as what to do if they are concerned about a student who might be suicidal. See MEM-6910 Suicide Prevention and Awareness Training. If you have questions or concerns regarding the training, please contact your administrator.
- Inform the school site administrator/designee and/or STPL immediately or as soon as practically possible of concerns, reports, or behaviors relating to students who might be suicidal and/or engaging in self-injury.
- Adhere to the Suicide Prevention, Intervention, and Postvention (SPIP) policy.

Student Threat Assessment and Management

Responsibilities of the Administrator/Designee:

- Designate STPL in the ISSP's *School Site Suicide/Threat Assessment Team*.
- STPLs only assess students, not employees. For assessments of non-students, see BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult).
- Establish a multidisciplinary school site threat assessment team, in accordance with the ISSP *School Site Suicide/Threat Assessment Team*.
- Respond to reports of students exhibiting worrisome behaviors or making threats immediately or as soon as practically possible.
- Ensure that the Threat Assessment and Management (TAM) policy is implemented.
- Provide follow-up to relevant staff such as Region Operations, as needed.
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the TAM policy and act in accordance with the policy.

- Report any worrisome behaviors or suspected threats to the school site administrator/designee and/or STPL immediately or as soon as practically possible.
- Cooperate in any investigation by providing accurate, relevant information.

Employee or Associated Adult Workplace Violence, Bullying and Threats

Responsibilities of the Administrator/Designee:

- Establish a safe and respectful school or workplace environment.
- Ensure that the BUL5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) is implemented.
- Investigate and respond to any verbal or written reports of violence or threatening behavior.
- Monitor and follow-up to ensure that the behavior has stopped.
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) and act in accordance with the policy.
- Promptly report any suspected workplace violence behaviors to the site administrator or designee.
- Cooperate in the investigation of employee workplace violence complaints by providing relevant information.

Student Dress Code/Uniform Policy

Key Elements:

- Representatives from all stakeholder groups will review the school's dress code and uniform policies yearly.
- Representatives from all stakeholder groups will review the school's dress code, which complies with guidelines and gender neutrality enumerated in BUL-6494 Student Dress Codes and Uniforms.
- All students shall show proper attention to personal safety and suitability of clothing for school activities. Specialized school programs and classes, such as physical education, science lab, wood shop, or culinary arts, may require specialized attire or unique restrictions.
- The school may prohibit attire or paraphernalia with language or images that are vulgar, sexually explicit, discriminatory, libelous, promote illegal or violent content, or which could reasonably be foreseen to create a hostile environment among rival gangs, individuals, or groups.
- Urban fashion in and of itself is not "gang-related" apparel.
- Students may wear jewelry or attire representative of an established religious faith,

including, but not limited to a crucifix, yarmulke, headscarf, or turban.

- Students may wear sun-protective clothing outdoors.
- Hair, sideburns, mustaches, and beards may be worn at any length or in any style, and clothing may be of any fashion, style, or design.
- Parents must be advised of uniform policies prior to the beginning of the academic year (or upon enrollment), informed that uniforms are voluntary, and, if needed, be assisted in securing financial assistance to obtain desired uniforms.
- School uniform policies are voluntary. A student's parent/guardian must be notified annually and may exercise the right to opt out of the school uniform policy, though the student must adhere to the student dress code. Students shall not be penalized academically, subject to any disciplinary action or disparaging treatment or denied attendance to school or participation in school activities for opting out of the uniform.
- Schools must identify financial resources for students who are not able to comply with the school uniform policy due to financial hardship; this includes provision of physical education uniforms at no cost if failure to have or wear appropriate apparel arises from circumstances beyond the control of the student.

2.8.2.4 Behavior Support and Formal Discipline

Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)

Access resources at https://achieve.lausd.net/PBIS_RP

Responsibilities of School Administrator:

- Cultivate a safe, healthy, welcoming, and affirming learning and working environment in each classroom and schoolwide through the development of an integrated, trauma and resilience informed Multi-Tiered Systems of Support framework to support the implementation of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP), including community and relationship building.
- Ensure a focus on prevention, common values and shared accountabilities among school community members.
- Ensure that PBIS/RP are achieved through good first teaching, as well as differentiation and personalization of learning.
- Assume a leadership role in the School Discipline Review Team. Everyone has a stake in responsible, respectful, safe behavior at school. This forms a foundation and an atmosphere that promotes learning and instruction. Administrative leadership is an essential ingredient of that foundation.
- Establish the Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Team; support and monitor the team's implementation of the School-wide Discipline Plan; evaluate the outcomes; and modify strategies as needed.

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- Ensure school procedures effectively support the collection of data that accurately reflect school wide, classroom, and individual student social-emotional development and behavioral needs.
- Inform all students and parents/guardians at the beginning of each academic year or as students enroll about the school's behavioral expectations, responsibilities, and procedures.
- Ensure that students, parents/guardians, and staff have access to copies of the School-wide Discipline Plan, that all stakeholders understand their responsibilities in learning the behavioral expectations, and the reinforcement and corrective procedures.
- Provide staff development on strategies, methods, and tools of implementing the school-discipline plan through a multi-tiered system of support including positive behavior interventions and supports, restorative practices, social emotional learning, and trauma-resilience informed strategies.

Responsibilities of School Staff:

- Develop healthy, positive relationships with students, staff, and families.
- Use a multi-tiered system of support with a focus on prevention.
- Identify, teach, model, and reinforce school-wide and classroom behavioral expectations and correct misbehavior with an emphasis on teaching.
- Establish structure and a sense of safety and belonging by developing predictable routines, using effective management strategies, co-regulation, community building, and trauma-resilience informed approaches, as well as the active teaching of pro-social and stress reduction behaviors and strategies.
- Utilize office discipline referral data, Tiered Fidelity Inventory (TFI), School Experience Survey data, and other school climate and discipline data to identify professional development needs, organize support systems for staff and students, and to analyze effectiveness of instruction on behavioral expectations.
- Utilize school resources including, but not limited to, IEP, SSPT and Section 504 Plan to develop behavior plans for students who exhibit behavioral challenges and implement these behavior plans.
- Partner with parent/guardian and engage in parent education and support, as necessary to support appropriate student behavior.

Formal Discipline

Responsibilities of the Principal/Principal's Administrative Designee:

- Ensure that the District policy and procedures regarding student suspension and expulsion are fully implemented.
- Designate discipline staff and provide training focusing on investigation of student misconduct and school-site procedures of formal student discipline, including student suspension and expulsion.

- Ensure that recommendations for expulsion are made when students violate CA E.C. § 48915(c) except for sexual misconduct that requires Title IX procedures prior to student discipline. For detailed information regarding Title IX procedures, refer to BUL-2521.3, Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment), August 14, 2020.
- The school principal will ensure that the school follows District policy and procedures regarding formal student discipline and fulfills responsibilities to attend or send an administrative designee who has first-hand information to present an expulsion case as well as appropriate witness(es) to testify during the expulsion hearing.

Responsibilities of Designated Discipline Staff:

- Conduct a thorough investigation, collaborate with other school staff and law enforcement, when necessary, and provide evidence to the school principal/designee for a decision on the formal discipline.
- Notify the parent/guardian in a timely manner whenever their child is referred for disciplinary action.
- Enter all suspension information (school suspension, in-school suspension, and class suspension) into MiSiS accurately and record all other means of correction. Refer to BUL-5808, Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS).
- Advise the parent/guardian regarding the appeal process whenever the parent/guardian disagrees with the administrator's decision to suspend.
- Prohibit the use of "informal suspension" (e.g., telling a parent to keep a child home without an official suspension notice, or sending a student home without an official Pupil Suspension Notice); refer to BUL-5655 Guidelines for Student Suspension.

Suspension Guidelines:

Refer to BUL-5655 Guidelines for Student Suspension.

- Students are only to be suspended from school when they have committed an act listed under CA E.C. § 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915.
- Students enrolled in kindergarten and grades 1 to 3 shall not be suspended or expelled due to disruption [E.C. section 48900 (k)(1)], sexual harassment (E.C. section 48900.2), an act of hate violence (E.C. section 48900.3), or threats and intimidation against district personnel or pupils (E.C. section 48900.4).
- Students may not be suspended from school for any reasons, for more than five (5) consecutive school days.
- "Informal suspension" is prohibited. (e.g., parent told to keep child at home without an official suspension notice).
- Extended suspension due to the parent's failure to attend a conference with school officials is prohibited.

- Suspending in absentia (when a student is suspended in the student's absence) is a violation of the student's due process rights, unless an emergency situation is determined. (Refer to Section IV. C. of this bulletin)
- Students in general education shall not be suspended for more than 20 school days in any school year (30 days if student transfers to another school). A student who has a Section 504 plan is considered as a general education student can be suspended for the same number of days as a general education student, but at 10 days of suspension, there must be an analysis in a Section 504 Manifestation Determination meeting to review and, if appropriate, modify the current Section 504 Plan, including updating or developing appropriate accommodations as warranted.
- Students in special education shall not be suspended for more than **10** school days in any school year. Refer to the LAUSD Special Education Electronic Policy and Procedures Manual (e-PPM).
- Problems with truancy, tardiness, and/or other attendance-related issues cannot be grounds for suspension.
- Once a student has been issued a school or in-school suspension, the suspension can only be overturned by the Region Administrator of Operations through an appeal process. Refer to BUL-5655 Guidelines for Student Suspension.
- Appeal of a class suspension shall be handled by the principal. A parent may appeal a class suspension by a teacher to the school principal. Only the principal can rescind a class suspension.

A teacher may suspend a student from class for any of the acts enumerated in CA E.C. § 48900 except for the student misconduct of willful defiance as described in CA E.C § 48900 (k)(1).

1. A teacher may suspend a student from class for any of the acts enumerated in E.C. 48900, except for the student misconduct of willful defiance as described in E.C. Section 48900 (k)(1), per District policy.
2. A teacher should report the suspension to the principal and send the student to the principal/designee for appropriate action, which includes appropriate supervision. Refer to BUL-5655 Guidelines for Student Suspension and CA E.C. § 48910.
3. A student shall not be placed in another regular class during the period of suspension.
4. The student shall not return to the class during the period of suspension without the concurrence of the principal and the teacher. If the student is assigned to more than one class per day, the student must attend the classes from which the student was not suspended. Refer to CA E.C. § 48910.
5. A student can be suspended from class for the remainder of that day (elementary) or period (secondary) and for the following day or period when the class meets. Refer to CA E.C. § 48910.
6. School staff may assign a student who was suspended for any of the reasons enumerated in CA E.C. § 48900 and CA E.C. § 48900.2 to a supervised suspension

classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, students, or staff, or if an action to expel the student has not been initiated. Refer to CA E.C. § 48911.1.

Opportunity Transfer Guidelines:

Refer to BUL 6362 Opportunity Transfer (O.T.) – Policy and Procedures.

- An Opportunity Transfer (O.T.) is a carefully planned school- or District-initiated transfer of a student within LAUSD schools for remedial and/or corrective reasons. It is issued as an alternative means of correction to address student misconduct after prior interventions have failed to bring about proper conduct or when the student's continued enrollment at the current school presents a safety risk to others. The purpose of an O.T. is to minimize factors that interrupt the academic process, and thus to create a school climate that is safe and conducive to learning for all. To minimize disruption to the academic process, an O.T. may not be issued or terminated within the last six weeks of each semester. All student transfers shall be recorded and documented in the District's My Integrated Student Information System (MiSiS).
- An O.T. may not exceed one calendar year unless both the parent/education rights holder (ERH) and the school agree.
- Opportunity Transfers may be issued only one time during the student's attendance in elementary school, twice during middle school, and twice during high school.
- It is the responsibility of the sending school to ensure that the student has enrolled at the receiving school. If an O.T. is cancelled, Attachment D of BUL-6362 Opportunity Transfer (O.T.) - Policy and Procedures must be submitted to the Region Administrator of Operations (AOO).
- If an O.T. is cancelled, the cancelling school must ensure that the student has re-enrolled back to the original sending school.
- The O.T. process does not apply to a student with a disability who has an IEP.
    - To ensure a change of placement is appropriate, an IEP team must convene and conduct a thorough review of the student's program and services, including a "Manifestation Determination Analysis (MDA)" to ensure that the student's Behavior Intervention Plan (BIP) is appropriately developed or modified.
- Students with a Section 504 Plan may not be transferred through the O.T. process until a manifestation determination meeting has been held and the team determined that: (1) the conduct in question was not caused by, or had a direct and substantial relationship to, the child's disability; or (2) the conduct was not the direct result of the District's failure to implement the Section 504 Plan. For detailed guidelines, refer to BUL-4692, Section 504 of the Rehabilitation Act of 1973, November 7, 2022.
- The "Stay Put" clause in federal law (Individuals with Disabilities Education Improvement Act [IDEIA]) prohibits schools from changing the placement of a student

with an IEP for discipline purposes if a parent disagrees with the IEP (The exception to this prohibition is the authorized 45-day alternative placement when the violation involves weapons, drugs or inflicting serious bodily injury as defined in IDEIA and District policy).

Expulsion Guidelines:

Refer to BUL-6050 Expulsion of Students - Policy and Procedures

- School principals are required to recommend the expulsion of any student who engages in behavior described in CA E.C. § 48915(c).
- A student who is recommended for expulsion is entitled to an educational placement the day following the last day of their suspension (e.g., day six of a five-day suspension.
- For a student with an IEP, a comprehensive Expulsion Analysis IEP meeting must be conducted, which includes an MDA, prior to recommending the student for expulsion.
- Students with disabilities served under Section 504 must have an MDA conducted and any appropriate updates to their Section 504 plans (as warranted) must be considered, prior to recommending the student for expulsion.
- No student can be expelled by the Board of Education unless direct evidence, in the form of oral testimony, is presented at the District's administrative (Expulsion Review Committee [ERC]) hearing.

Maintenance of CA E.C. §49069 Information:

Refer to BUL-3927 Mandated Reporting of Certain Behavior.

- Pursuant to CA E.C. § 49079 (a), a school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in CA E.C. § 48900.2, 48900.3, 48900.4, or 48900.7.
- The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or received from a law enforcement agency, regarding a pupil described in this section.
- 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.
- Each teacher informed of CA E.C. § 49079 students shall be advised of the opportunity to review the student's records and shall be admonished regarding the confidentiality of information.
- Any information referring to CA E.C. § 48900 et seq. offenses shall be made available to each student's teacher from the current school year and three previous school years through MiSiS. After this time frame, access to a student's record will not be available to the teacher, consistent with CA E.C. § 49079.

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- In MiSiS, all discipline offenses except for "3.6 - Possessed or used tobacco" trigger a CA E.C. § 49079 "D" Alert on the corresponding student's profile. To view a comprehensive list of students with an CA E.C. § 49079 alert, generate the Student Referral Report. In the report parameters, select "none" for Counseling Referral Reason, and deselect "3.6 - Possessed or used tobacco" from the Discipline Referral Reason. Refer to BUL-5808, Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS), August 29, 2022.
- The MiSiS Attendance Roster List view displays a "D" on the Alerts Column for students with a discipline file, consistent with CA E.C. § 49079. Teachers can click on the student profile and view any discipline by clicking on Support > Referrals, which will display discipline from the current school year and three previous years.

Guidelines When a Student Described in CA E.C. §49079 Is Transferred to Another LAUSD School:

When a student transfers between LAUSD schools, the receiving principal/designee will have access to the MiSiS discipline referral offenses noted in CA E.C.§49079. Refer to BUL-3927 Mandated Reporting of Certain Behavior, November 21, 2022.

Responsibilities of Juvenile Courts:

- Welfare and Institutions Code (W.I.C.) Section 827 (b)(2) mandates that the Juvenile Courts submit to the superintendent of the district of attendance written notice whenever a minor who is enrolled in any of grades K through 12 has been found by the court to have committed any of certain specified offenses.
- The information furnished by the Juvenile Court shall be expeditiously transmitted to the principal at the school of attendance. The principal must expeditiously disseminate the information to those counselors directly supervising or reporting on the behavior or progress of the student. In addition, the principal shall disseminate the information to any teacher or administrator directly supervising or reporting on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate fashion to avoid being needlessly vulnerable or to protect others from needless vulnerability.
- If a notice from the juvenile court is received by a school, the school should contact Student Health and Human Services, Student Support Programs, for assistance.
- Any information received by a teacher, counselor, or administrator shall be confidential and used only for the limited purpose noted above, and may not be further disseminated.

2.8.2.5 Facilities-Related

Key Control

2. Plan Development

Responsibilities of the Administrator:

- Maintain in writing current records of the distribution of all keys.
- Maintain a key safe or school vault in which keys that have not been issued are to be stored every night. Ensure that when not in the possession of authorized school staff, all keys, including custodial keys, are to be kept in a locked key safe or vault.
- Arrange to have all exterior doors of buildings opened and closed, as necessary.

Key Distribution:

- Master Keys: It is important to keep the number of master and specialized keys to a minimum to maintain site security. Master keys (“A” and “K”) shall be issued only to the plant manager and administrative staff. In addition, a maximum of five master keys may be requested for use by disaster emergency teams. These shall be maintained on a single ring at the site (in the key safe or vault) for emergency use only and are not to be used for other purposes.
- Sub-master Keys: Sub-master keys are to be issued only to school personnel who absolutely need them in the daily course of their responsibilities. They shall be returned to the key safe or vault nightly.
- Classroom Teacher Keys: Classroom teachers are to be issued only the keys to their classroom, storeroom, and cabinets and will be responsible for said keys. At no time shall a classroom teacher be issued a master key.
- Substitute Teacher Keys: Keys issued to substitute teachers and other District employees (maintenance, etc.) shall be returned daily.
- Alarm Keys: Three alarm keys will be issued to the site administrator who will be responsible for these keys. The administrator will designate the keys accordingly. No site will be issued more than three intrusion alarm keys without approval of the School Police Chief.

Key Control Guidelines:

- Staff members shall be notified that unauthorized possession by any person, including employees, of any site key is a misdemeanor (Penal Code 469).
- Keys are never to be kept in classroom cupboards, filing cabinets, in or on teachers’ desks, offices, or in staff mailboxes.
- Keys are never to be in the possession of students without the expressed written permission of the site key administrator. Keys are not to be loaned to students to open doors or gates.
- Staff is to be advised that prior to leaving any room, office, or work location, it is the employees’ responsibility to double check that all doors and windows are closed shut and locked.

- Authorized personnel needing keys for the weekend or holiday activities will be issued keys which limit access to the room or area necessary for the weekend assignment. Prior written approval by the site key administrator must be obtained.
- At sites equipped with intrusion alarm systems, the School Police must be notified the week before the weekend or holiday that authorized personnel are scheduled to enter the site.
- All keys shall be checked and left with the site key administrator at the end of the school year or in the event of an assignment change.

Loss or Theft of Keys

The loss or theft of keys shall be reported to the Region Office and School Police. In addition, the Maintenance and Operations Central Shops Lock Department shall be notified by creating an emergency service call. The Lock Department will immediately rekey sensitive areas (such as the library, computer lab, cum room, etc.) only.

Plant Inspections

Responsibilities of the Designee for Inspecting the Campus Regularly:

Inspect the campus regularly for the following conditions and heed the following:

- All nonstructural hazards in classrooms and other sites where students are served will be eliminated.
- All damage to fences will be reported and corrected as soon as possible.
- All graffiti must be removed as soon as possible (take photographs if necessary).
- All litter must be removed as soon as possible.
- Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
- All nonfunctioning lighting fixtures must be reported and corrected as soon as possible.
- Ensure that the following signs are posted, visible, and legible: Visitors' policy, a drug, tobacco, weapon and violence-free school, and nondiscrimination and sexual harassment prevention policies.
- The designated person shall be responsible for contacting the appropriate Maintenance and Operation department or District Unit responsible for correcting or repairing any hazardous or unsafe element on the school campus.

Restroom Cleanliness

Responsibilities of the Administrator:

- Site plans for each secondary school are to specify where student restrooms are located and when they will be open each day, and that they are adequate to serve student needs.

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- Provide adequate supervision of restroom areas throughout the school day.
- Announce and encourage all students, including student leadership, to prevent vandalism and keep restroom areas clean.
- Involve parents in setting behavior standards to maintain clean, functioning restrooms on campus.
- Post notices to stakeholders, “Important Information About Your Complaint Rights Williams Legislation” in each classroom visible to stakeholders.
- Maintain Williams’ complaint forms in the school or district office.

Responsibilities of the Plant Manager:

- Randomly monitor restrooms daily, conduct daily observation Emergency routes and paths of travel used to and from of any fixtures needing repair, and place a “trouble call” to report needed repairs.
- At secondary schools, supervise and monitor restroom attendant personnel.
- Before students arrive at school each day, inspect student restrooms to ensure that overnight crews have cleaned and stocked each restroom with paper and soap supplies.
- Assign restroom attendant or custodial staff so that, at a minimum of twice during each day, restrooms are spot-cleaned, cleared of trash, restocked with soap and paper supplies, and have floors that are dry and hazard-free.
- Schedule with the appropriate Maintenance and Operations department the “deep cleaning” of all restrooms three times per year.
- Complete and maintain daily restroom service logs at a disclosed site on the school campus.

Inventory/Marking of School Equipment/Property/Record Retention

Responsibilities of the Administrator:

- Responsibility for all school property rests with the principal.
- Teachers and other employees are held responsible for the care of all school property in their control.
- The principal ensures that District equipment are not loaned to any District employee, group, or other persons for personal use.
- Property is to be inventoried, marked as required and records must be maintained in accordance with the District’s record retention policy.

For more detailed instructions regarding equipment inventory, please refer to the following bulletins and reference guide:

- BUL-953 Control of Site Equipment. CA E.C. § 35168 requires school districts to maintain inventory records of equipment whose current market value exceeds $500. These records must contain a description of the equipment, manufacturer’s name,

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identification numbers, original cost, date of acquisition, the location of use, and the date and method of disposal, if applicable.

- BUL-3508 Inventory Requirements for Equipment Purchased with Categorical Program Funds. This policy bulletin outlines federal and state guidelines for requiring an inventory for equipment purchased with categorical funds at school sites and offices, including equipment previously purchased through the Imprest fund or with the Procurement Card (P-Card). P-Card and Imprest purchases are not allowable with Title I funds. The equipment must be maintained and readily available for examination. Equipment inventories are subject to review at any time by federal and state auditors for equipment costing a total of $500 or more.)
- BUL-1158 Accounting for Supplies and Equipment Purchases. The California School Accounting Manual states that expenditures are required to be classified by "objects" to provide consistency in financial reporting among school districts. Additionally, the District is required to adhere to Government Accounting Standards Board Statement No. 34 to separately account for all fixed assets (land, buildings, equipment, etc.) and report depreciation on those assets accordingly.
- REF-071300 Record Retention for School Sites This reference guide provides details for managing records at school sites and retention schedule listing records typically found at school sites.

2.8.2.6 School Arrival/Departure Plans

Traffic Patterns and Drop-off/Pick-up Points

Responsibilities of the Administrator:

- Work with OEHS or School Police to develop an appropriate drop-off and pick-up plan.
- Ensure through daily monitoring by designated staff that loading and unloading areas are "curbside" and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- Confer with School Police as necessary to establish traffic patterns, and drop-off and pick-up points that ensure student safety and minimize traffic congestion.

Safe Passage To and From School

Responsibilities of the Administrator:

- Collaborate with the Office of Environmental Health and Safety (OEHS) to assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc. OEHS may be reached at (213) 241-3199.
- Confer with appropriate municipality or School Police to establish safe pedestrian routes to and from school and appropriate student pickup and drop-off points.

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- Work with the Safe School Collaborative on safe passage and attend local law enforcement agencies Safety Collaborative meetings. For more information, please contact Division of School Operations at (213) 241-7921.
- At elementary schools, encourage parents to walk their children to school.
- Visit the OEHS Safe School Traffic Program webpage at https://achieve.lausd.net/Page/4238 for current documents and resources. The Principal should ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Inform students, staff, and parents of designated “Safe Routes,” student drop-off and pickup points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year.
- Report continuing traffic noncompliance problems to School Police at (213) 625-6631 or local enforcement agency.
- Ensure bus loading areas are designated and that loading and unloading of passengers takes place only within these areas.

2.8.3 Attendance/Engagement and Dropout Prevention

Responsible Administrator: ESCALANTE, JENNIFER

LAUSD Strategic Plan: Pillar 2D: Outstanding Attendance

Ensure outstanding attendance to support in-class learning

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures, including the LAUSD Strategic Plan Outstanding Attendance strategies.
- Apply universal supports/efforts to prevent student absenteeism (i.e., conduct student presentations, student assemblies, campaigns/initiatives, and distribute written communication aimed to improve student attendance and engagement).
- Ensure that a comprehensive School Attendance Plan has been developed that involves all school staff, teachers, nurse, counselors, PSA, etc., as well as appropriate community health or other agencies.
- Ensure the creation of school attendance teams to support outreach to students with low attendance.
- Design and implement engagement strategies to prevent student absenteeism.
- Track, monitor and regularly share attendance/engagement data with stakeholders.
- Offer comprehensive tiered intervention supports for students who are at risk of becoming chronically absent.
- Ensure accurate enrollment, attendance and withdrawal procedures are in place.

- For a list of strategies and tools for attendance improvement, visit the Pupil Services website and School Enrollment and Attendance Schoology group (Access Code: D4GT-DTTH-59Z3V).

Truancy/Tardiness Abatement

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures.
- Ensure that students and parents are informed of the school attendance and tardy policy, as well as all applicable laws relating to compulsory attendance.
- Ensure that the Pupil Services and Attendance Counselor or designated staff member is responsible for coordinating efforts on attendance expectations.

Responsibilities of the Teacher:

- Conduct early outreach to build relationships with students and caregivers prior to the start of class, as appropriate, to support engagement and establish rapport/connections.
- Ensure that personal phone calls to home are made (by teacher or other designated staff) when students are absent.
- Ensure that attendance is submitted within the first 15 minutes of each class or period (or as required in alignment with current distance learning attendance taking guidelines, if applicable).
- Ensure that all absence reason codes, and times (if applicable) are entered.

CA E.C. § 48200 Compulsory Attendance Law:

Each person between the ages of 6 and 18 years, not exempted, shall attend the public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full time day school or continuation school or classes for the full-time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

Intervention for At-Promise Students

Responsibilities of the Administrator:

- Ensure that the Pupil Services and Attendance (PSA) Counselor or a designated staff member is assigned to coordinate school attendance, dropout prevention, and recovery efforts.
- Ensure that school staff support with attendance and dropout prevention efforts.

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- Ensure coordination of services and supports with the A-G Diploma Program Pupil Services and Attendance Counselor (high school only) and other designated staff.
- Ensure that all school staff have read and follow:
    - REF-6554-Opening Day Procedures: Supplemental Guide and Updates
    - BUL-6718-Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System
    - BUL-6231-Discipline Foundation Policy
    - BUL-6730-A Multi-Tiered System of Support Framework for the Student Support and Progress Team
    - REF-43782-Implementing a Multi-Tiered System of Supports Framework
- Ensure that schools implement a tiered system of support to address student attendance.
- Ensure that school staff are trained and have access to LAUSD student information systems such as MyData, MiSiS, Focus, and Elevate, as well as classroom referrals to help identify and monitor/track at-promise students.
- Ensure that transition programs are in place to support incoming students and matriculating students as they adjust to their new classroom and school environments.
- Ensure that the school climate welcomes and invites parent involvement through a parent center, parent conferences, parent meetings, personalized phone calls to parents, and that selected staff makes home visits when necessary to engage parents in their student's educational needs.
- Ensure that there is a multidisciplinary team that looks at student and school data on attendance, withdrawal and dropout information to make decisions at the school regarding student intervention programs and policies.
- Ensure the multidisciplinary team consists of appropriate non-classroom personnel, such as, Pupil Services and Attendance Counselor, Psychiatric Social Worker, deans, and APSCS and other designated staff.

Responsibilities of the Multidisciplinary Team:

- Meet regularly to review attendance/engagement data and coordinate services and supports.
- Meet regularly to ensure the implementation and monitoring of a multi-tiered system of support for student attendance.
- Assess student, student subgroup and schoolwide data, establish a uniform referral process, and provide consistent follow-up on referrals.

Responsibilities of Staff:

- Staff is trained and aware of District mandates and procedures with respect to school attendance, withdrawals, dropout prevention and recovery.

- School staff identifies and monitors students who are not making progress and coordinates with instructional staff to make needed adjustments to support student academic progress.
- Collaborate in the delivery of services to students.
- Be aware of and utilize resources both within the school and in the community.
- School staff systematically monitors, updates, and reviews student records.
- System for personalized interventions for students at risk of dropping out of school or who have recently left school.

Responsibilities of the Administrator:

- Create a school culture that reflects mutual support, caring, and safety for everyone.
- Ensure that selected school staff are trained on all District and non-District educational alternative placement options and that there is a process in place for referring at-promise students for educational supports and, when appropriate, to educational alternative placements, such as, but not limited to, community college classes, continuation schools, AC^{2}T, or Division of Adult and Career Education.
- Ensure that school staff are trained to work with at-promise students and utilize available resources to assist those students, such as, training on how to complete accurate enrollments and checkouts in MiSiS, how to identify at-promise students based on multiple risk factors (using reports such as those in MyData), how to create a welcoming, safe, and supportive school culture for all students, and how to link students/families up to necessary resources (academic, food, clothing, tutoring, etc.) to help students achieve their high school diplomas.
- Ensure that their school has a variety of academic programs in place to meet the individual needs of students at-risk for school failure or dropout, concurrent enrollment in ROP classes, online courses, summer school, tutoring, other credit recovery options and community resources.
- Ensure that student records are accurate. This includes ensuring that school clerical staff are trained on how to accurately enter student data into MiSiS upon enrollment and withdrawal (i.e., correct leave/enrollment codes are being used, upon every withdrawal, and student records are sent to the next school of enrollment in a timely manner).
- Students who are transferring between LAUSD schools should be auto withdrawn in MiSiS by the receiving school; when the transfer is out of district, a school may only withdraw upon receipt of records request from the receiving school. School personnel should document as much information as possible, including a destination, school, address, phone number and contact information. The school should also attempt to collect the “Parent Assurance Letter”.
- Schools may withdraw students upon receipt of a records request from another school or program outside of LAUSD. Schools should document all records requests in MiSiS:

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MiSiS Enrollment Job Aids. (Select “Entering Student Record Request” under “Withdrawal/No Show.”)

- The school has partnerships and collaborates with community agencies that can provide resources and options to students who are at risk of school failure and dropping out of school.

Responsibilities of School Staff:

- Work with parents/guardians and students to systematically monitor and follow-up with students regarding the supports/interventions and referrals provided to ensure access and effectiveness.
- School staff reviews student-level data to identify which students require supplemental educational services (i.e., tutoring, online courses, etc.,) and link those students and parents up to the educational resources they need.
- All staff work collaboratively to identify students in need of prevention/intervention.

System to Recover, Enroll, or Provide Alternative Education Referrals

Responsibilities of the Administrator:

- Assign a multidisciplinary team of school staff to work collaboratively on clearing/locating and recovering students listed as lost transfers and whereabouts unknown (L8’s).
- Ensure that staff is trained and follow all bulletins, memos, and reference guides regarding LAUSD policy for non-grads and 5th year seniors, and provisions for students continuing beyond their fourth year of high school (e.g., students who are homeless, in foster care, English Learners, students with IEPs).
- Ensure that school staff knows how to re-enroll or provide educational alternative options to students who may have left school for a period of time but have chosen to return to school and work towards their high school diploma.
- Students matriculating and/or transferring within LAUSD shall provide updates through the required annually disseminated forms. Schools shall not require matriculating students to complete a new Student Enrollment Form or to provide additional documentation for address verification (with specific exceptions related to charter schools).
- Require appropriate staff to run/review monthly reports on all withdrawals each month and ensure that designated staff follows up to find out if students are currently enrolled.
- Communicate to staff the importance of accurate record-keeping and tracking.

Responsibility of Staff:

- Staff clearly defines their role in recovering dropout students to avoid duplication of services.

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- School support staff and clerical staff stay up to date on all new District bulletins, reference guides, and memoranda relating to the input of student information into MiSiS.
- Staff provides to parents/guardians and students information about their educational rights and options available to help them be successful in school.

2.8.4 Parent and Community Engagement

Parents are encouraged to provide a healthy diet, promote physical activity, and ensure overall good health and wellness for their child. Parents are also encouraged to participate in the planning for their child's academic progress and success. School-based and District staff are available for families, including Family and Student Navigators, Psychologists and Social Workers to support their child's academic achievement physical and mental health care, and basic needs. To learn about services available, parents are encouraged to visit the Los Angeles Unified Healthy Start webpage at https://achieve.lausd.net/healthystart where they may access school-integrated services that help meet the physical and mental needs of students.

Student Health and Human Services Division (SHHS) personnel may arrange for various services that support student achievement and success, as well as parent and family resources and information. You may contact SHHS Division and request assistance by calling their Student and Family Wellness Hotline at (213) 241-3840. Personnel on this hotline may offer referrals in the areas of Mental Health, Immunizations, Health Insurance, Food and Housing, Enrollment and much more. When children have access to social and emotional services, they build a healthy foundation as they grow and develop into healthy citizens and adults, mentally and physically.

Engaging families in topics aligned to safety, wellness and other topics of focus for the District is foundational to accelerating student outcomes and overall family wellness. A bundle of modules with content for school leadership to engage families in training and learning about safety topics, including Substance Use and Fentanyl Awareness, are available for download by visiting https://achieve.lausd.net/pcss and in the Principal's Portal. A LAUSD Single Sign On is required to access family engagement content.

The Office of Parent and Community Services also assists families by linking them to resources, workshops, and courses in the areas of the councils and committees, school volunteers, Parent Portal, understanding data and school budgeting, for example. Families may visit https://achieve.lausd.net/pcss or email families@lausd.net for more information.

Families and personnel are encouraged to learn more about the following family engagement programs:

- **Parent Portal:** The Parent Portal includes valuable student information, including assigned bus transportation routes, academic support services and individual plans such as the Individual Graduation Plan, Individual Education Plan, and English Learner Progress. A new Individual Acceleration Plan was added to continue engaging families in the areas of attendance, basic skills and achievement, as well as college and career

readiness. Visit lausdapp.lausd.net to access these resources, and call your school site or the Los Angeles Family Hotline for assistance.

- **School Volunteer Program:** State and federal guidelines require our families to be provided opportunities to volunteer at their child's school site. Volunteer applications are to be processed by each school site under a period of 30 days, and volunteers are to be provided with training using the District's volunteer orientation module. The module communicates volunteer expectations and District policies. Prospective school volunteers may learn about volunteering by visiting achieve.lausd.net/volunteer.

3. Incident Command System

3.1 Incident Command

The Incident Command System (ICS) is used by first responders, government agencies, private sector business and non-profit groups to manage emergencies, crises, and disasters nationwide, as well as planned events. LAUSD also uses ICS, which is a system that groups people by functions according to aptitude and skills, instead of rank/title. Every position reports to someone (see the School ICS Organization Chart in this section), which greatly facilitates the flow of information and resources among the multiple teams participating in response to an emergency. ICS consists of the following five functions:

- Command (Management in the LAUSD EOC)
- Operations
- Planning & Intelligence
- Logistics
- Finance & Administration

The organization depicted on the School ICS Organization Chart can be expanded or abridged to meet the scope of the emergency/planned event. Not every emergency/planned event will require (activate) all of the teams or positions listed on the chart.

ICS can be adapted for schools with limited personnel. If no one is assigned to an ICS position, it is understood that the person who manages that position is keeping, and performing, the responsibilities of the unfilled position. For example, in some emergencies/planned events, the Incident Commander may not assign a person to oversee finance. In that case, the Incident Commander is still responsible for all applicable Finance and Administration responsibilities, such as financial documentation for potential recovery. Note that to optimally fulfill some of the emergency team duties, members should have training, preparation opportunities, and practice through drills.

Local District Operations Center (LDOC), now known as Region Operations Centers (ROC): During some emergencies, crises or planned events, the Region Operations Center (ROC) may be activated to provide immediate support to the schools. In such cases, the school is expected to maintain open and ongoing communications with the ROC, typically through their Operations Coordinator. Refer to the LAUSD Region Operations Center (ROC) Guide for more information.

Emergency Operations Center (EOC): When the emergency or crisis or planned event impacts a great geographical portion of the District and/or has numerous significant operational impacts beyond a school's or ROC's ability to manage, the L.A. Unified Emergency Operations Center (EOC) may be activated. The EOC is responsible for coordinating resources and maintaining situational awareness Districtwide. For more information regarding the EOC, access the LAUSD EOP Handbook for Emergency Operations Center Responders. The school's Incident

Commander will keep the EOC updated, in most cases through their Region and/or through the School Emergency Status Report (SESR). Schools will be notified if the SESR is activated and if schools are expected to update their status through the SESR. More information regarding SESR can be found at: https://sesr.lausd.net.

It is recommended that team members and other District employees take Community Emergency Response Team (CERT) training. This hands-on disaster training is offered by local fire departments. LAUSD personnel can learn more about ICS by taking online video training courses STEPS 400, 420 and 421, available through MyPLN. Additional online emergency management classes appropriate for District employees are offered by the Federal Emergency Management Agency (FEMA) and are linked at http://achieve.lausd.net/fema.

Incident Command BELL-MCALISTER, TASHA; ANKERS, ANNE

During an emergency, the Incident Commander (IC) is responsible for setting the response objectives and directing activities from a designated Command Post. All functions report to the IC. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The IC must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. At a school, these functions are typically directed by the principal or designee as the Incident Commander. The principal is assisted in carrying out this role by a Public Information Officer and Safety Coordinator, as needed. The IC should use “management by objectives” by setting specific goals and objectives for the total response. The objectives should be SMART, which is an acronym for Specific, Measurable, Achievable, Relevant and Timely.

Planning/Intelligence Section BELL-MCALISTER, TASHA; ANKERS, ANNE

During an emergency, the ICS Planning and Intelligence section uses various methods and resources to efficiently gather information, analyze and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under ICS, this function is supported by a Documentation/Communication position, who reports directly to the Incident Commander (principal) if a Planning/Intelligence Lead is not assigned. The ICS Planning and Intelligence Section also predicts future needs, observes trends, and constantly answers the following questions regarding the emergency:

- How big is this problem?
- Who is affected?
- What are we going to need in the next hour, day or week?

Planning and Intelligence people are forward thinkers. They like to seek out facts and trends and make informed predictions.

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3. Incident Command System

Operations Section LOPEZ, OSCAR; COX, CHRISTOPHER

Under ICS, all tactics for the emergency response are implemented under the Operations function. Many school site emergencies are complex enough for the Incident Commander to assign an Operations Section Lead. This function is supported by staff reporting to the Operations Lead who have responsibilities such as rendering medical assistance, crisis intervention, search and rescue, site security, damage assessment, evacuations, access and functional needs support, and the release of students to parents. Within LAUSD, these activities are performed by the following teams:

- Triage Team
- School Site Crisis Team
- Search and Rescue Teams
- Access and Functional Needs Position
- Security/Utilities Team
- Fire Suppression/HazMat Team
- Assembly Area Team
- Request Gate Team
- Reunion Gate Team

Operations people are “Problem Solvers” who can work in a non-structured environment. These are the “Doers.”

Logistics Section KLAPPROTH, DANIELLE; DORSEY, DIONNE

The Logistics section manages resources and provides all incident support needs such as facilities, transportation, communications, and supplies/equipment. Logistics supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; and providing supplies, resources, equipment, and services, including food service and adjusting meal schedules and menus, as needed. Within LAUSD, these activities are performed by Supply/Equipment Team, Hygiene Team, and Transportation Support Team if activated and they report to the Logistics Section Lead. When the Operations Section needs something, they get it from the Logistics Section. Logistics works closely with the Planning and Intelligence Section to develop resources for future needs. These people are the “Getters.” A natural choice may be your plant manager or other building and grounds employees.

Finance/Administration BELL-MCALISTER, TASHA; ALTON, NATALIA

The Finance/Administration function of ICS involves the purchasing of all necessary materials, tracking financial records, timekeeping for school site and responding District staff, and recovering school records after an emergency. These people are known as the “Payers.” They keep track of personnel time and costs, which are sometimes divided into two positions reporting to a Finance Section Lead. A natural person for this function would be your payroll clerk, who knows everyone who works on campus. Another choice may be your financial manager or other office staff member.

3. Incident Command System

3.2 Command Team

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the principal or designee, who is the Incident Commander. The Command Team includes the school's Public Information Officer, the Safety Coordinator, and the Team Leads for each of the other four functions (Operations, Planning & Intelligence, Logistics, and Finance & Administration). The Incident Commander sets goals and objectives for the activities of all other teams.

Team Assembly Location

Inside: MAIN OFFICE

Outside: PE BLACK TOP

3.2.1 Incident Commander BELL-MCALISTER, TASHA; ANKERS, ANNE

The Incident Commander (principal or designee) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. The only role of this person is to make decisions. Specific duties of the Incident Commander may include:

- Setting goals and objectives for the response team as a whole
- Assessing the situation periodically
- Directing the Command Team
- Determining the need for, and requesting, outside assistance
- Communicating with the Region Administrator of Operations and central office staff
- Working with the Region regarding any messaging about the incident to internal and external stakeholders

3.2.2 Public Information Officer BELL-MCALISTER, TASHA; ANKERS, ANNE

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Receiving updates and official statements periodically from the Incident Commander
- Posting approved messages to parents via Blackboard Connect
- Maintaining a log of PIO actions and all communications
- Updating/consulting with the Region PIO or central Communications office
- Interacting periodically with the media (with prior review/approval from the Region/District Communications Office)
- Preparing statements for dissemination to the public
- Ensuring announcements and other public information are translated into other languages as needed
- Monitoring news broadcasts about the incident and correcting any misinformation
- Monitoring social media for rumor control and misinformation (may be supported by documentation position)

3. Incident Command System

3.2.3 Safety Coordinator LOPEZ, OSCAR; COX, CHRISTOPHER

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible. Specific duties of the Safety Coordinator may include:

- Stopping any and all unsafe activities
- Checking periodically with the Incident Commander for situation briefings and updates
- Maintaining all records and documentation as assigned by the Incident Commander
- Monitoring drills, exercises, and emergency response activities for safety
- Identifying safety hazards
- Ensuring that team members use appropriate safety equipment

Supplies and Equipment for Command Team

- School Emergency Response Boxes (REF-5450 School Emergency Response Boxes)
- Copy of the Integrated Safe School Plan and contact information
- Campus maps
- Staff cell phone lists
- Staff email lists
- Master keys (Note: Keys must be kept in a very secure location or with specific authorized individuals.)
- Copies of staff and student rosters
- Hand-held two-way radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid kit for Command Team
- Clipboard, paper, pens
- Hard hat for each team member
- Vest or other position identifier
- Large campus map

3.3 Triage Team

The members of the Triage Team are responsible for:

- Performing triage/disaster aid in the event of large-scale emergency impacting the school community.
- Assessing injuries and administering necessary medical assistance as indicated.
- Ensuring that first aid supplies are available.
- Ensuring that designated school site staff are trained in the administration of medical measures, as appropriate.
- Setting up triage area and temporary morgue.
- Keeping accurate records of care given and triage tagging each of the injured with name, address, injury, and any treatment rendered.
- Reporting critical injuries or deaths immediately to Triage Team Lead
- Recording information on transport to hospital by first responders.

Assignments

Triage Team Lead: ANKERS, ANNE

3. Incident Command System

Backup Team Lead: STEIN, JULIE

Triage Team Member: BELL-MCALISTER, TASHA

Triage Team Member:

School Nurse: FABRICAN, SUSAN

Team Assembly Location

Inside: MAIN OFFICE

Outside: PE BLACKTOP

Triage Team Lead

The Triage Team Lead is responsible for oversight and communication related to triage and disaster first aid training, preparation, and planning. The leader will also direct team activities and, in the event of a large-scale emergency impacting the school community, periodically interact with the Operations Section Lead to determine medical needs and planned actions.

Specific duties of the Triage Team Lead may include:

1) Ensuring triage areas are set up
2) Supporting team members to ensure adequate triaging of the injured
3) Ensuring all medical supplies are available for the team
4) Ensuring Triage Team performs secondary assessments and appropriate disaster medical care after triage is complete
5) Periodically keeping Operations Section Lead informed of overall status
6) Ensuring designated school site staff are trained in triage and disaster first aid techniques and priorities

Triage Team Members (Triage, Disaster Medical Assistance)

The members of the Triage Team are responsible for:

- Designating and setting up triage areas, including access for emergency vehicles
- Assessing injuries/performing triage and administering necessary disaster medical aid during a large-scale emergency impacting the school community
- Ensuring that disaster first aid supplies are available
- Setting up triage stations and the temporary morgue, ensuring that all medical supplies/equipment are accessible, including taking these items out during evacuations
- Keeping accurate records of care given and triage tagging each of the injured with name, address, injury, and any treatment rendered
- Reporting critical injuries or deaths immediately to Triage Team Lead
- Recording ambulance transport to hospital information

- Completing the Injury Report

In a large-scale disaster/emergency, it may be a while before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics (up to age 22) as listed in the Step 4, under Additional Contacts of the online ISSP. It is best to have a staff member accompany each transported student; during an incident with many injuries, that may not be possible. Always note the name and transport destination for each person when they are transported.

Supplies and Equipment for the Triage Team

Note: Staff/team members cannot re-enter buildings to retrieve supplies/equipment that are not stored in the emergency bin. Ensure that equipment is evacuated.

- Vest or position identifier
- First aid supplies
- Non-latex disposable exam gloves
- Triage tags
- Hand-held two-way radios
- Stretchers
- Blankets
- Wheelchairs
- Ground covers, tarps
- Patient record forms
- Site map
- Injury Report
- Automated External Defibrillators (AED)
- Epi-Pen
- Biohazard bag
- Sharps container
- Student medication

Related Training and Resources

- It is recommended that all Triage Team members have first aid, cardiopulmonary resuscitation (CPR)/AED and EpiPen training. (More details on AED and EpiPen policy are available in BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs) and BUL-114500 Administration of Epinephrine Auto-Injectors.)
- Online training course STEPS 213, offered through MyPLN.
- Training information regarding CPR/AED and EpiPen is also available from the school nurse. Some CPR/AED information can also be found at https://achieve.lausd.net/aed; First Aid (and CPR) information is also available.
- The District is creating a Stop the Bleed training program. Details and updates are available here.

3.4 School Site Crisis Team

The School Site Crisis Team, is responsible for addressing the mental health needs and social-emotional well-being of all students on campus during an emergency by providing Psychological First Aid (PFA) as needed, in the immediate aftermath of a critical incident or emergency, pursuant to the District's BUL-5800 Crisis Preparedness, Response and Recovery policy. PFA is

an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, or act of terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

Assignments

Crisis Team Lead: BELL-MCALISTER, TASHA

Backup Team Lead: ANKERS, ANNE

Psychological First Aid Team Member (Primary): LARA, CHRISTIAN

Psychological First Aid Team Member (Backup): CALAVAN LUZANO, LAUREN

Team Assembly Location

Inside: PE BLACKTOP

Outside: MAIN OFFICE

Crisis Team Lead

The Team Lead is responsible for directing crisis responders and periodically interacting with the Operations Section Lead to identify concerns and report status. The Crisis Team Lead is also responsible for assigning personnel as needed, such as the Psychological First Aid Team Members, and ensuring appropriate training is provided. Supplemental online training courses STEPS 212 and 409 are offered through MyPLN.

Psychological First Aid Team Members

The members of the Psychological First Aid Team, with the guidance of the Crisis Team Lead, are responsible for monitoring the social-emotional safety and well-being of the students and staff in designated areas, such as the Assembly Area and Triage Area. Specific duties of the members of the Psychological First Aid members may include:

- Assessing needs and providing Psychological First Aid
- Providing reassurance and support to students
- Updating the number of students and staff in need of support
- Documenting students or staff who may need additional support in the days to weeks following the incident
- Coordinating with Logistics to provide water and food to students and staff when necessary
- Supporting other teams, as needed

Supplies and Equipment for the Psychological First Aid Team Members

- Vest or position identifier
- Hand-held two-way radio

- Ground cover and tarps
- First aid kit
- Paper, pens/pencils

3.5 Search and Rescue Team

The Search and Rescue (SAR) Team is responsible for preparing and performing search and rescue operations during an emergency when the fire department is delayed due to the nature of the disaster. There may be two or more SAR teams at a school, depending on the size and layout of the site. Each team must have four members, as they work in pairs for safety reasons. Supplemental online training course STEPS 214 is offered through MyPLN.

Assignments

Search and Rescue (SAR) Teams Coordinator: LOPEZ, OSCAR

Backup SAR Teams Coordinator: BELL-MCALISTER, TASHA

SAR Team 1 Members: SANCHEZ, JAVIER; ROBERTSON, JAMES; LOPEZ, OSCAR; JONES, KAREN

SAR Team 2 Members: BARRETT, WILLIAM; EMLEY, JAMES; MAURICIO, MICHAEL; JOYCE, REBECCA

SAR Team 3 Members: AVSAR, MUSA; GARCIA, RUDY; VELOZ, ELIZABETH;

SAR Team 4 Members: ; ; ;

Team Assembly Location

Inside: MAIN OFFICE

Outside: PE BLACK TOP

Search and Rescue Teams Coordinator

The Search and Rescue Teams Coordinator assigns each SAR team their specific areas and duties, records findings on maps and in logs, keeps the Operations Section Lead informed of overall status, and coordinates appropriate training. Specific duties of the Search and Rescue Teams Coordinator may include:

- Ensuring that each responding SAR team has four members and that those four members work in pairs for safety reasons)
- Obtaining briefings from the Operations Section Lead, and the Assembly Area Team, noting missing students, identified damage and site hazards, and any other situations requiring SAR response
- Assigning and recording SAR teams based on available team members, maintaining four persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

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3. Incident Command System

Search and Rescue Team Leads

Each Search and Rescue Team Lead is responsible for directing the activities of their assigned SAR team and apprises the SAR Teams Coordinator of the team's status and their findings throughout the search and rescue process. Specific duties of the Search and Rescue Team Leads may include:

- Obtaining briefings from the SAR Coordinator
- Directing search and rescue operations for their assigned team
- Reporting findings to the SAR Teams Coordinator during search and rescue operations.

Search and Rescue Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the SAR Team may include:

- Searching assigned area
- Reporting gas leaks, fires, or structural damage to SAR Team Lead upon discovery
- Rescuing trapped survivors on campus, if it is safe to do so
- Evacuating survivors who need assistance
- Working with the Security/Utilities Team and Fire Suppression/Hazmat Team to shut off gas or extinguish fires as necessary
- Reporting periodically to the Team Lead the location, number, and status/condition of injured or missing survivors
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms and outdoor areas which may have survivors
- Sealing off and posting areas where hazardous conditions exist
- Contacting Security/Utilities Team to secure the building from reentry after the search

Supplies and Equipment for Search and Rescue Teams

- Vest or position identifier
- Hard hat
- Work and non-latex gloves
- Eye protection
- Dust mask
- Whistle with master keys on neck lanyard
- Hand-held two-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguisher
- Water bib key
- Blankets
- Bolt cutters (for cutting security screens from around windows)
- Shovel
- Rope
- Triage tags
- Bucket or duffel bag
- Flashlight
- Pry bar
- Grease pencil
- Pencils
- Duct tape

- Caution tape
- Masking tape
- First aid backpack/fanny pack (one team member wears it)
- Evacuation Chair (applies to multiple story schools and not to be stored in emergency bin)

Many of these materials are found in the search and rescue kit, which can be purchased through the LAUSD Warehouse.

3.6 Access and Functional Needs Position

Access and Functional Needs (AFN) position is responsible for ensuring that the needs of students and others on campus who have disabilities or other access or functional needs are considered throughout the ongoing development and execution of this plan. The AFN Team will coordinate activities with the Operations Section as needed. Planning efforts by this team include ensuring the availability of any necessary supplies and equipment and sharing plans and equipment locations with emergency teams and other staff who will further support the individuals with these needs during an emergency. Resources to support this team's work are available at: http://achieve.lausd.net/afn.

Assignments

Access and Functional Needs (AFN) Team Member: ANKERS, ANNE

Backup Access and Functional Needs Position: MCEACHERN, KELLEY

Assembly Location

Inside: Auditorium

Outside: Blacktop by PE Field

Roles and Responsibilities

The AFN position is responsible for ensuring the safety of students and adults with access and functional needs during drills and emergencies and facilitates the planning and preparation for appropriate support. The AFN position directs assistance activities and coordinates with the Operations Section to identify specific disabilities, access and functional needs of the school population, and also considers the potential needs of visitors. The position is responsible for ensuring that these individuals are safely evacuated and supported during drills and emergencies.

3.7 Security/Utilities Team

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with the Operations Section as needed. The Security/Utilities Team shuts down heating and air conditioning units, gas, power, and water utilities as necessary to protect students and staff and to minimize damage to school facilities. The team must also coordinate closely with the Reunion Gate Team

for gate access to safely reunite students with their parents or lawful guardians. This team may include campus aides, and members of the custodial and cafeteria staff.

Assignments

Security/Utilities Team Lead: FORD, TIMOTHY

Backup Team Lead: RODDY, DELVON

Security/Utilities Team Member:

Security/Utilities Team Member:

Team Assembly Location

Inside: MAIN OFFICE

Outside: PE BLACK TOP

Security/Utilities Team Lead

The Security/Utilities Team Lead is responsible for directing team activities and interacting with the Operations Section Lead to identify problems and report status and coordinates appropriate training. The Security/Utilities Team Lead is also responsible for checking with the Operations Lead to ensure that local utility companies (water, electricity, gas, and sewer) are notified of outages and issues as needed.

Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is secured. They are also responsible for surveying all utilities and taking appropriate actions to shut off utilities, as needed. Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking some gates when appropriate
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents
- Keeping students and staff out of buildings, as necessary
- Assisting at Reunion Gate, as appropriate
- Assessing and reporting damage to school facilities
- Checking water lines and shutting down water supply lines if leaking
- Checking gas meter/lines and, if gas is leaking, shutting down gas supply
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post

Supplies and Equipment for Security/Utilities Team

- Vest or position identifier

- Hard hat, gloves, and any personal protective equipment
- Master keys
- Hand-held two-way radio
- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

3.8 Fire Suppression/Hazmat Team

The Fire Suppression and Hazardous Materials (HazMat) Team is responsible for extinguishing small fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with the Operations Section. Team members complete the School/Site Preliminary Damage Report. Operating a fire extinguisher is covered in STEPS 201, available on MyPLN, and is strongly recommended training for this team.

Assignments

Fire Suppression and HazMat Team Lead: FORD, TIMOTHY

Backup Team Lead: RODDY, DELVON

Fire Suppression and HazMat Team Member: BRENER, JOEL

Fire Suppression and HazMat Team Member:

Team Assembly Location

Inside: MAIN OFFICE

Outside: PE BLACKTOP

Fire Suppression and HazMat Team Lead

The Fire Suppression and HazMat Team Lead is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Fire Suppression and HazMat Team Lead is also responsible for gathering the School/Site Preliminary Damage Reports from the Team Members and having forms readily available to Operations.

Fire Suppression and HazMat Team Members

The members of the Fire Suppression and HazMat Team are responsible for extinguishing small fires, evaluating the potential release of chemicals during an emergency, observing the campus for damage and hazardous conditions, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the School/Site Preliminary Damage Reports will be submitted to the Team Lead. Specific duties of the members of the Fire Suppression/HazMat Team may include:

- Evaluating potential release of chemicals.
- Maintaining list of chemicals on site with map/storage location specifics.
- Identifying damaged areas on the School/Site Preliminary Damage Report. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires, as necessary. Use the proper extinguisher for the type of fire:
    1. Class A, B or C for ordinary combustibles
    2. Class B or C for fires involving flammable liquids
    3. Class C only for fires involving electrical equipment
- Posting yellow caution tape around damaged or hazardous areas

Supplies and Equipment for the Fire Suppression/HazMat Team

- Vest or position identifier
- Hard hat, work gloves and personal protective equipment
- Fire extinguishers and other fire-fighting equipment
- Hand-held two-way radios
- Master keys on lanyard
- Clipboard with job duties and School/Site Preliminary Damage Report
- Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools
- Site maps
- Absorbent materials
- Broom
- Dustpan
- Neutralizer
- Hazardous waste labels

3.9 Assembly Area Team

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Operations Section Lead. Operations will then relay reports of missing students to the Search and Rescue Team.

Assignments

Assembly Area Team Lead: BELL-MCALISTER, TASHA

Backup Team Lead: ANKERS, ANNE

Assembly Area Team Member: COX, CHRISTOPHER

Assembly Area Team Member:

Team Assembly Location

Inside: MAIN OFFICE

Outside: PE BLACK TOP

3. Incident Command System

Assembly Area Team Lead

The Assembly Area Team Lead is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Assembly Area Team Lead is also responsible for collecting the Missing Persons Report from team members and providing the report to the Incident Commander.

Assembly Area Team Members

The members of the Assembly Area Team are responsible for performing the safe evacuation and accounting of students, staff and visitors during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students/adults from teachers or other personnel
- Ensuring that students are orderly, stay with their class and are supervised so that they can be found quickly when parents arrive
- Gathering Missing Persons Report from each teacher and other designated personnel and submitting forms to the Assembly Area Team Lead
- Assisting the Reunion Gate Team as required

Supplies and Equipment for Assembly Area Team

- Copy of Site Plot Plan and Vicinity Map showing designated on and off-site Assembly Areas
- Injury Reports and Missing Persons Reports
- Bullhorn
- Clipboard and pens for forms
- List of employees who were on campus (when incident took place)

3.10 Request and Reunion Gate Teams

Request Gate Team

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

Assignments

Request Gate Team Lead: ALTON, NATALIA

Backup Team Lead: RODRIGUEZ, YOLANDA

Request Gate Team Member:

Request Gate Team Member:

Team Assembly Location

Outside: North of Brookhaven Gate

Request Gate Team Lead

The Request Gate Team Lead is responsible for directing team activities and periodically interacting with the Operations Section Lead to identify problems and report status, coordinates appropriate training, and ensures that order is maintained at the Request Gate. The Request Gate Team Lead will refer all outside requests for information to the Public Information Officer. Supplemental online training course STEPS 419 is offered through MyPLN.

Request Gate Team Members

The members of the Request Gate Team are responsible for greeting parents/guardians/ designees, providing them with the paperwork authorizing the holders to reunite with their students at the Reunion Gate, and checking identification. Specific duties of the members of the Request Gate Team may include:

- Greeting and quickly directing arriving parents, guardians, or designees to the Request Gate.
- Providing reassurance to parents, guardians, or designees and maintaining order. The use of large signs showing the school status and student pick up protocol in all languages is suggested.
- Checking identification of those requesting to pick up students.
- Directing parents or guardians to the Reunion Gate.
- Dispatching student runners to the Assembly Area to escort students whose parents have come to claim them.

Supplies and Equipment for Request Gate Teams

- Keys to the Request Gate
- Student lists
- Office supplies –pens, paper, clipboards, and summons forms, etc.
- Signage for parents specifying the process and information needed for pick-up in the languages appropriate for the school
- Sign-making materials, including zip ties and tape
- Bullhorn
- Reunification forms (blue slips)
- Yellow caution tape, student runner I.D. lanyards, extra school radios, chalk, etc.

Mass Reunion Planning

The Request and Reunion Gate Teams need to have an expansion plan for a massive influx of parents. The following activities should be part of every school's Request/Reunion Gate preparedness program:

- Cross-train other teams to assist. When the Search and Rescue Team members are done with their assignment, they may be re-assigned by the Operations Section Lead to assist the Request or Reunion Gate Team.
- Ensure that there are enough supplies (pens, forms, clipboards, etc.) for the additional Request Gate Team members so that additional stations can be opened.

- Have a plan to re-organize the Request Gate to divide the parents into smaller groups. They can be organized by grade level, small learning community or any other criteria that makes sense for the school. Ensure that there are sign-making supplies to allow for reorganization.

Reunion Gate Team

The Reunion Gate Team is responsible for compassionately reuniting parents or guardians with students. Reunion gate personnel should have a plan in place to notify parents about injured or deceased students, a highly sensitive issue. The team checks identification and will keep accurate records of students leaving the campus. Members of the School Site Crisis Team and Security/Utilities Team may be asked to assist the Reunion Gate Team. If a child is injured, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the School Site Crisis team stay with the parent and assist them.

Assignments

Reunion Gate Team Lead: KORICH, MICHAEL

Backup Team Lead: HURTADO, JAZMIN

Reunion Gate Team Member:

Reunion Gate Team Member:

Team Assembly Location

Outside: North of Brookhaven Gate

Reunion Gate Team Lead

The Reunion Gate Team Lead is responsible for directing team activities and periodically interacting with the Operations Section to identify problems, request additional personnel, report status, and ensure order is maintained at the Reunion Gate. The Reunion Gate Team Lead will refer all media or other outside requests for information to the Public Information Officer. The Reunion Gate Team Lead is also responsible for collecting the Student Release Log from the Team Members and should have the forms readily available to Operations.

Reunion Gate Team Members

The members of the Reunion Gate Team are responsible for greeting parents, guardians, or designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, or designees at the Reunion Gate and maintaining order
- Verifying identification and authenticity of reunification forms

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- Confirming students recognize the authorized adults who come to claim them and requiring adult to sign student out of school
- Completing Student Release Log and submitting them to the Reunion Gate Team Lead

Supplies and Equipment

- Hand-held two-way radios
- Tables and chairs
- Office supplies –pens, paper, clipboards, release forms, yellow tape, hanging clips, etc.
- Student rosters with class schedules
- Flashlights
- Keys to the Reunion Gate
- Student Release Log

3.11 Supply/Equipment Team

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location.

Assignments

Supply/Equipment Team Lead: FORD, TIMOTHY

Backup Team Lead: RODDY, DELVON

Supply/Equipment Team Member:

Supply/Equipment Team Member:

Team Assembly Location

Inside: MAIN OFFICE

Outside: PE BLACKTOP

Supply/Equipment Team Lead

The Supply/Equipment Team Lead is responsible for directing team activities and keeping the Logistics Coordinator informed of overall status. Specific duties of the Supply/Equipment Team Lead may include:

- Reporting equipment and supply needs
- Estimating the number of persons requiring food/shelter/care
- Working with the Planning & Intelligence Coordinator to determine the length of time care will be needed
- Conducting periodic inventory of emergency supplies, before and during a disaster
- Advocating for additional supplies before a disaster, as needed

Supply/Equipment Team Members

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3. Incident Command System

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies
- Supporting the hygiene team as necessary, to set up and maintain sanitation stations
- Confirming supply/equipment needs for any persons with disabilities, access and functional needs fulfilled
- Controlling conservation of water

Supplies and Equipment for Supply/Equipment Team

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Sanitation supplies
- Care and shelter supplies, including mylar blankets and pop-up canopies

3.12 Hygiene Team

The Hygiene Team works under the Logistics Section Lead and is responsible for providing all necessary sanitation-related support.

Assignments

Hygiene Team Member: FORD, TIMOTHY

Backup Team Lead: RODDY, DELVON

Hygiene Team Member:

Hygiene Team Member:

Team Assembly Location

Inside: MAIN OFFICE

Outside: BLACK TOP

Roles and Responsibilities

The Hygiene Team will oversee and maintain overall cleanliness during emergencies. Specific duties may include:

- Monitor and resupply handwashing stations
- Emptying and cleaning bucket toilets
- Disinfecting equipment

3. Incident Command System

3.13 Transportation Support Position

The Transportation Support position works under the Logistics Section Lead and is responsible for coordinating bus transportation needs from the school if an off-site relocation or other transportation is necessary. Region Operations may also assist with this task. The position needs to also coordinate with the receiving site.

Assignments

Transportation Support Staff Member: ANKERS, ANNE
Backup Transportation Support Staff Member: BELL-MCALISTER, TASHA

Assembly Location: Command Post

Roles and Responsibilities

The Transportation Support position is responsible for coordinating transportation assets and planning for an off-site relocation from the school. Specific duties may include:

- Periodically communicating with the Logistics Section Lead to provide updates as needed.
- Communicating to the Transportation Division the total number of students and staff to transport, number of people needing wheelchair tie-downs, lifts, or other specialized support, if space is needed to transport necessary supplies and the exact pick-up and drop-off locations.
- Working with the receiving site and providing details about the number of people relocating and any assistance needed with supplies and services that the evacuating school cannot provide.
- Acquiring from the receiving site the specific location on campus where the evacuated school will be housed, where buses should drop-off, and what gate will be used for reunification.
- Ensuring that a plan is in place and carried out to transport the School Emergency Response Box containing emergency cards and other essential records, first aid kits, food from the cafeteria, and other necessary items.
- Assist with the plan for systematic loading and unloading of students and supplies.
- Assist with clearing the campus as needed.
- Maintaining documents related to off-site evacuation.

Supplies and Equipment for the Transportation Support position

- Landline and/or cell phone
- Handheld two-way radio
- Map of area showing school and off-site relocation site(s)
- Student rosters showing attendance, classes and emergency information assigned to a bus number

3. Incident Command System

3.14 Documentation/Communications Position

The Documentation/ Communications Position works under the Planning and Intelligence Section Lead and is responsible for maintaining a log of all emergency developments and response actions, and other necessary documentation. These records are extremely important to document what actions were taken by the school in response to the emergency.

Assignments

Documentation Staff Member: ANKERS, ANNE
Backup Documentation Staff Member: BELL-MCALISTER, TASHA

Assembly Location: Command Post

Roles and Responsibilities

The Documentation/Communication position will maintain a log of the incident, noting all actions and reports, and filing them for reference. This position will also collect, organize, and analyze situation information and provide periodic updates. Specific duties may include:

- Periodically communicating with the Planning and Intelligence Section Lead for updates.
- Documenting all communications with the Region Operations Center (ROC) and outside agencies.
- Recording the number of students, staff, and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage, injuries, and medical needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining, and securing all emergency documentation.
- Monitoring email, internet, radio, and television news (as available) for general information about the emergency.
- Monitoring social media for information, including rumor control and misinformation.
- Sending Blackboard Connect messages to parents and staff.
- Sending updates on social media accounts maintained by the school.
- Updating site maps as reports and other information are received.
- Preserving maps as legal documents.
- Using area map to record information on major incidents such as road closures, utility outages, etc. that may impact the campus.
- Developing situation reports for the Incident Command Team.

Supplies and Equipment for the Documentation/Communications Position

- Hand-held two-way radios
- File boxes

- Paper, pens, markers
- Chart paper and/or mobile white board
- AM-FM battery/solar radios
- School/Site Preliminary Damage Report
- Maps of event by the hour
- Access to Blackboard Connect, internet, cell phones, etc.
- Laptop. Tablet, and/or cell phone with internet access
- Large site map of campus, laminated or covered with plastic
- Map of county or local area

3.15 Staff Accounting Position

The Staff Accounting position works under the Finance & Administration Section Lead and is responsible for maintaining accurate emergency time records for all site-based and itinerant employees. These records are extremely important to accurately portray costs of the disaster and for potential financial recovery documentation.

Assignments

Staff Accounting Staff Member: ANKERS, ANNE
Backup Staff Accounting Staff Member: BELL-MCALISTER, TASHA

Assembly Location: Command Post

Roles and Responsibilities

The Staff Accounting position will maintain time records for site-based and itinerant employees and file them for reference. Specific duties may include:

- Periodically communicating with the Finance and Administration Section Lead to provide updates as needed.
- Keeping accurate time records of all staff members, indicating employee name, employee number, and hours/times worked specifically to address the disaster.
- Ensuring that District employees who are on site but do not usually time report to the school are accurately accounted for.
- Periodically communicating with Reunion Gate staff for records of all staff leaving or returning to campus.
- Filing, maintaining, and securing staff accounting documentation.

Supplies and Equipment for the Staff Accounting position

- File boxes
- Paper, pens, clipboards
- Employee timecards
- Blank timecards for certificated and classified staff
- Staff off-campus sign-in/out log
- Supplemental Attendance Report forms
- Time Reporting Instructions for Emergency Work
- List of Disaster Overtime Program Codes

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3. Incident Command System

3.16 Cost Accounting Position

The Cost Accounting position works under the Finance & Administration Section Lead and is responsible for maintaining a fiscal record of all school expenditures related to the disaster. Records include any supplies and equipment used, purchased, or rented by the school during the disaster as well as donations to the school during the disaster.

Assignments

Cost Accounting Staff Member: ANKERS, ANNE
Backup Cost Accounting Staff Member: BELL-MCALISTER, TASHA

Assembly Location: Command Post

Roles and Responsibilities

The Cost Accounting position will maintain records for supplies and equipment site-based and itinerant employees and file them for reference. Specific duties may include:

- Periodically communicating with the Finance and Administration Section Lead to provide updates as needed.
- Maintaining cumulative site disaster cost records.
- Collecting and recording all cost data.
- Ensuring that inventory of expended emergency supplies is maintained.
- Periodically communicating with the Supply/Equipment Team and Cafeteria Manager for updated inventory.
- Maintaining inventory and receipts of all items donated to the school during the disaster.
- Filing, maintaining, and securing cost accounting documentation.

Supplies and Equipment for the Cost Accounting position

- File boxes
- Paper, pens, clipboards, calculators
- Access to spreadsheet software and laptop
- Emergency supplies inventories

3.17 Emergency Supplies and Equipment

It is the responsibility of site administration to develop and implement plans to provide at school a minimum of a 72-hour supply of emergency water, food, first aid, search and rescue, sanitation and other emergency supplies and equipment, as listed under each emergency team. Emergency supplies will be maintained in each classroom and in a centralized emergency container outdoors location: BLACK TOP BY BASKETBALL COURTS

3. Incident Command System

Emergency supply checklists are found in the ISSP appendices and the REF-5451 School Site Emergency/Disaster Supplies. Some recommendations regarding emergency food are available in the Food for Emergencies document.

During an emergency, schools may not have access to electronic data and must instead refer to printed records. Schools should be prepared with critical printed materials; these are stored in the School Emergency Response Box (SERB) which is a central location for storing essential student records and other information needed to effectively manage a critical incident. It serves as a central portable emergency repository for critical information that can be easily accessed and used during an emergency or shared with first responders. (Note: The District shares the school's ISSP with local law enforcement agencies as per CA E.C. § 32281.) Please access REF-5450 School Emergency Response Boxes for more details.

3.18 School ICS Incident Command Team Chart

DANIEL WEBSTER MIDDLE SCHOOL ICS INCIDENT COMMAND TEAM CHART

This chart can be expanded or abridged to meet the scope of the incident that is being managed

Incident Commander
1. BELL-MCALISTER, TASHA
2. ANKERS, ANNE

This chart shows only the management organization for the school's response to an emergency.
Name #1 is the lead person responsible for each role
Name #2 is the alternate
The other staff members assigned to the emergency teams will report to the people listed on the chart.

Safety Coordinator
1.LOPEZ, OSCAR
2.COX, CHRISTOPHER

Public Information Officer
1.BELL-MCALISTER, TASHA
2.ANKERS, ANNE

Planning/Intelligence
1.BELL-MCALISTER, TASHA
2.ANKERS, ANNE

Operations
1.LOPEZ, OSCAR
2.COX, CHRISTOPHER

Logistics
1.KLAPPROTH, DANIELLE
2.DORSEY, DIONNE

Finance/Administration
1.BELL-MCALISTER, TASHA
2.ALTON, NATALIA

Documentation/Communication (Optional)
1.ANKERS, ANNE
2.BELL-MCALISTER, TASHA

Triage
1. ANKERS, ANNE
2. STEIN, JULIE

Search and Rescue
1. SANCHEZ, JAVIER
2. ROBERTSON, JAMES

Supply/Equipment
1. FORD, TIMOTHY
2. RODDY, DELVON

Staff Accounting (optional)
ANKERS, ANNE
BELL-MCALISTER, TASHA

Security/Utilities
1. FORD, TIMOTHY
2. RODDY, DELVON

Assembly Area
1. BELL-MCALISTER, TASHA
2. ANKERS, ANNE

Transportation Support (optional)
1. DORSEY, DIONNE
2.SANCHEZ, JAVIER

Cost Accounting (optional)
BELL-MCALISTER, TASHA
ALTON, NATALIA

Access and Functional Needs
1. ANKERS, ANNE
2.MCEACHERN, KELLEY

Fire Suppression/HazMat
1.FORD, TIMOTHY
2.RODDY, DELVON

School Site Crisis
1. BELL-MCALISTER, TASHA
2. ANKERS, ANNE

Hygiene
1. FORD, TIMOTHY
2.RODDY, DELVON

Request Gate
1. ALTON, NATALIA
2. RODRIGUEZ, YOLANDA

Reunion Gate
1.KORICH, MICHAEL
2.HURTADO, JAZMIN

If no one is assigned to a position, the person who manages that position will also fulfill the duties of the unfilled position.
This chart is adapted for LAUSD, based on Incident Command System (ICS). Rev. 6/21/2023.

3. Incident Command System

3.19 School Site Crisis Team Chart

This chart shows the School Site Crisis Team organization, with positions, roles and responsibilities. Backup staff are to be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	LEAD	BACKUP
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts Region, and coordinates all crisis response & intervention services.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Crisis Team Lead	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Public Information Officer (PIO)	School spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Psychological First Aid	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	LARA, CHRISTIAN	CALAVAN LUZANO, LAUREN
Triage	Ensures supplies are accessible, evacuates and stages supplies, performs triage and provides medical assistance.	ANKERS, ANNE	STEIN, JULIE
Security/Utilities	Ensures school site security, secures gates, and performs short-term repairs and shutoff of utilities, as necessary.	FORD, TIMOTHY	RODDY, DELVON
Request Gate	Processes requests for student pick-up.	ALTON, NATALIA	RODRIGUEZ, YOLANDA
Reunion Gate	Reunites students and parents at Reunion Gate.	KORICH, MICHAEL	HURTADO, JAZMIN
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment, and food services; includes adjusting schedules and menus, as needed.	KLAPPROTH, DANIELLE	DORSEY, DIONNE
Documentation/Communications Position	Maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio, and social media for information.	ANKERS, ANNE	BELL-MCALISTER, TASHA

***The designated Crisis Team Lead and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.**

3. Incident Command System

3.20 School Site Suicide/Threat Assessment Team Chart

This chart identifies the members of the suicide/threat assessment team and their responsibilities at the school site. Backup staff are to be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	LEAD	BACKUP
Administrator (Principal, Assistant Principal, or Administrative Designee)	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc.). Coordinates all information, referrals, safety planning, and monitoring.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Suicide/Threat Prevention Liaison	This behavioral health professional for student risk assessments supports gathering background information, including interviews and statements with the person(s) of concern, intended target(s), and witnesses. They provide mental health and trauma expertise in working with students and families. The Suicide/Threat Prevention Liaison may include Mental Health Consultant, Psychiatric Social Worker, Pupil Services and Attendance Counselor, Student Support Services Counselor, Psychologist, School Counselor, System of Supports Advisor, Nurse, or other appropriately credentialed behavioral health staff.	LARA, CHRISTIAN	KORICH, MICHAEL
Behavioral Health Professional for Adults	This behavioral health professional for employee risk assessments supports gathering background information, including interviews and statements with the person(s) of concern, intended target(s), and witnesses. If the person of concern is a certificated employee, the behavioral health professional should be a LAUSD SHHS, Counseling, Nursing, or Psychologist Administrator. If the person of concern is a	LARA, CHRISTIAN	KORICH, MICHAEL

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	classified employee, associated adult, parent/caregiver, or community member the behavioral health professional may be a Mental Health Consultant, Psychiatric Social Worker, Pupil Services and Attendance Counselor, Student Support Services Counselor, Psychologist, School Counselor, System of Supports Advisor, Nurse, or other appropriately credentialed behavioral health staff.		
LASPD Officer/Law Enforcement	Responds to situations of risk of violence to self or others. Provides technical support and consultation for assessments prior to and during the Multidisciplinary Threat Assessment Team meeting.	OFFICER KIM	LAPD PACIFIC DIVISION

3. Incident Command System

3.21 School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:

TITLE	NAME	WORK NUMBER
Principal	BELL-MCALISTER, TASHA	(323) 290-6300
Assistant Principal 1	ANKERS, ANNE	(310) 235-4641
Assistant Principal 2	LOPEZ, OSCAR	(213) 745-1952
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	ALTON, NATALIA	(310) 235-4622
Cafeteria Manager	ANAM, TAHARA	(310) 235-4675
Financial Manager	SHAH, FAISAL	(310) 291-0710
Plant Manager	FORD, TIMOTHY	(323) 277-2600
Custodian	FORD, TIMOTHY	(323) 277-2600
Custodian Closest to Site	FORD, TIMOTHY	(323) 277-2600
First Person on Campus in AM	FORD, TIMOTHY	(323) 277-2600
Last Person on Campus in PM	FORD, TIMOTHY	(323) 277-2600

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Charter School Emergency Contacts Chart - CITIZENS OF THE WORLD MAR VISTA

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:

Title/Role	Name	Work Number
Principal	LOPEZ, OSCAR	(310) 235-4686
Assistant Principal 1	BAKER, ERIN	(424) 248-0544
Assistant Principal 2		
Administrative Assistant	ALTON, NATALIA	(310) 235-4622
Financial Manager	SHAH, FAISAL	(310) 291-0710
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM	FORD, TIMOTHY	(323) 277-2600
Last person on campus in PM	FORD, TIMOTHY	(323) 277-2600

Charter School Emergency Contacts Chart - MAGNOLIA SCIENCE ACADEMY #4

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:

Title/Role	Name	Work Number
Principal	BAKER, ERIN	(424) 248-0544
Assistant Principal 1	LOPEZ, OSCAR	(310) 235-4686
Assistant Principal 2	MONJE, MARIA MEDARDA	(510) 574-6829
Administrative Assistant	ADAMS, TABITHA	(310) 473-2464

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Financial Manager	GOUKASSOVA, NATALIA	(310) 235-4600
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM	FORD, TIMOTHY	(323) 277-2600
Last person on campus in PM	WASHINGTON, EDWARD	(310) 568-0735

3. Incident Command System

3.22 School ICS and Emergency Teams

Details of team roles and responsibilities are located in the Emergency Teams section of the Online Integrated Safe School Plan.

POSITION	ROLES & RESPONSIBILITIES	SECTION LEAD	BACKUP
Incident Commander	Directs all emergency operations, verifies facts, contacts Region, and coordinates all response actions.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Safety Coordinator	Ensures that all emergency operations are conducted safely.	LOPEZ, OSCAR	COX, CHRISTOPHER
Public Information Officer (PIO)	Official spokesperson for an incident. Prepares Blackboard Connect and other communications for staff and parents, identifies media locations and updates.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Operations Section Lead	Manages all tactical operations at an incident.	LOPEZ, OSCAR	COX, CHRISTOPHER
Planning Section Lead	Collects and evaluates information, analyzing for impact to school.	BELL-MCALISTER, TASHA	ANKERS, ANNE
Logistics Section Lead	Provides all incident support needs such as transportation, communications, supplies/equipment, and food services.	KLAPPROTH, DANIELLE	DORSEY, DIONNE
Finance/Administration Section Lead	Manages all financial aspects and documentation of an incident.	BELL-MCALISTER, TASHA	ALTON, NATALIA

Title/Role	Name
Triage Team	**Reports to Operations Section Lead**
Team Lead	ANKERS, ANNE
Member 2/Backup Lead	STEIN, JULIE
Member 3	BELL-MCALISTER, TASHA
Member 4	
School Site Crisis Team	**Reports to Operations Section Lead**
Team Lead	BELL-MCALISTER, TASHA
Member 2/Backup Lead	ANKERS, ANNE
Member 3	LARA, CHRISTIAN
Member 4	CALAVAN LUZANO, LAUREN
Search and Rescue (SAR) Coordinator	**Reports to Operations Section Lead**
SAR Coordinator	LOPEZ, OSCAR

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SAR Backup Coordinator	BELL-MCALISTER, TASHA
Search and Rescue Team 1	**Reports to SAR Coordinator**
Team Lead	SANCHEZ, JAVIER
Member 2/Backup Lead	ROBERTSON, JAMES
Member 3	LOPEZ, OSCAR
Member 4	JONES, KAREN
Search and Rescue Team 2	**Reports to SAR Coordinator**
Team Lead	BARRETT, WILLIAM
Member 2/Backup Lead	EMLEY, JAMES
Member 3	MAURICIO, MICHAEL
Member 4	JOYCE, REBECCA
Search and Rescue Team 3	**Reports to SAR Coordinator**
Team Lead	AVSAR, MUSA
Member 2/Backup Lead	GARCIA, RUDY
Member 3	VELOZ, ELIZABETH
Member 4	
Search and Rescue Team 4	**Reports to SAR Coordinator**
Team Lead	
Member 2/Backup Lead	
Member 3	
Member 4	
Access and Functional Needs Position	**Reports to Operations Section Lead**
Primary	ANKERS, ANNE
Secondary	MCEACHERN, KELLEY
Security / Utilities Team	**Reports to Operations Section Lead**
Team Lead	FORD, TIMOTHY
Member 2/Backup Lead	RODDY, DELVON
Member 3	
Member 4	
Fire Suppression / HazMat Team	**Reports to Operations Section Lead**
Team Lead	FORD, TIMOTHY
Member 2/Backup Lead	RODDY, DELVON
Member 3	BRENER, JOEL
Member 4	
Assembly Area Team	**Reports to Operations Section Lead**
Team Lead	BELL-MCALISTER, TASHA
Member 2/Backup Lead	ANKERS, ANNE

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Member 3	COX, CHRISTOPHER
Member 4	
Request Gate Team	**Reports to Operations Section Lead**
Team Lead	ALTON, NATALIA
Member 2/Backup Lead	RODRIGUEZ, YOLANDA
Member 3	
Member 4	
Reunion Gate Team	**Reports to Operations Section Lead**
Team Lead	KORICH, MICHAEL
Member 2/Backup Lead	HURTADO, JAZMIN
Member 3	
Member 4	
Supply / Equipment Team	**Reports to Logistics Section Lead**
Team Lead	FORD, TIMOTHY
Member 2/Backup Lead	RODDY, DELVON
Member 3	
Member 4	
Hygiene Team	**Reports to Logistics Section Lead**
Team Lead	FORD, TIMOTHY
Member 2/Backup Lead	RODDY, DELVON
Member 3	
Member 4	
Transportation Position	**Reports to Logistics Section Lead**
Primary	DORSEY, DIONNE
Secondary	SANCHEZ, JAVIER
Documentation / Communication Position	**Reports to Planning Section Lead**
Primary	ANKERS, ANNE
Secondary	BELL-MCALISTER, TASHA
Staff Accounting Position	**Reports to Finance/Admin Section Lead**
Primary	ANKERS, ANNE
Secondary	BELL-MCALISTER, TASHA
Cost Accounting Position	**Reports to Finance/Admin Section Lead**
Primary	BELL-MCALISTER, TASHA
Secondary	ALTON, NATALIA
Manager of School Emergency Response Box	**Delivers Box Contents to Command Post As Needed**
Primary	ALTON, NATALIA

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Secondary	BECKER, ETHAN

4. Training and Exercises

4.1 Training and Exercise Expectations

All school staff shall be trained on the plan (CA E.C. § 32280). Everyone involved in the plan needs to know their roles and responsibilities before, during, and after an emergency. The Training and Exercises section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that all staff members, as well as students, parents, and community representatives understand emergency roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Content may be influenced based on similar requirements at the District and/or local jurisdiction level. Exercises may range from basic fire and shelter in place drills to full-scale community-wide drills that realistically portray an emergency event and show the role the school plays in school District and municipal planning.

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4. Training and Exercises

4.1.2 *Every School Safe*: Training Certification Table

This school year, our school has conducted the following mandated safety training modules:

Training Module Topic	Audience	Enter Training Date	Resources	Contact
Grooming Awareness **(8/14-9/14)** **Due 9/14**	All school employees	8/22/2023	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	8/31/2023		
	Students- Secondary and DACE students only	8/29/2023		
Suicide Awareness and Prevention **(9/15-10/13)** **Due 10/13**	All school employees	8/22/2023	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	8/31/2023		
	All Students	8/29/2023		
Emergency Readiness (ISSP Public Meeting and School Emergency Team Assignments and Duties Training) **Due 10/13**	All school employees (School Emergency Team Assignments and Duties Training)	8/22/2023	Principal's Portal	Office of Emergency Management 213-241-3889 oem@lausd.net
	Parents/community (ISSP Public Meeting)	8/31/2023		
Substance Use Awareness/Fentanyl **(10/16-11/14)** **Due 11/14**	All School Employees	8/22/2023	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	8/31/2023		
	Students- Secondary and DACE students only	8/29/2023		
School Violence Prevention **(11/15-12/15)** **Due 12/15**	All School Employees (Active Shooter)	8/22/2023	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.
	Parents (School Safety)	8/31/2023		

4. Training and Exercises

	All Students (School Safety)	8/29/2023		net
Cybersecurity **(1/8-1/31)** **Due 1/31**	Parents	8/31/2023	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	All Students	8/29/2023		
Conducting Investigations on Alleged Employee Misconduct **(2/1-2/29)** **Due 2/29**	School Administrators	8/29/2023	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
Online Digital Grooming Awareness **(3/1-3/22)** **Due 3/22**	All School Employees	8/22/2023	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	8/31/2023		
	All Students	8/29/2023		
Breaking the Silence Child Abuse Awareness **(4/2-4/30)** **Due 4/30**	All School Employees	8/22/2023	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net

4.2 District Documents Concerning Emergencies

For additional context for school site trainings, access LAUSD documents relevant to school emergencies on the LAUSD Emergency Documents page of the Office of Emergency Management (OEM) website.

4.3 Emergency Drills

To be adequately prepared, emergency drills should be executed and then documented at http://emergencydrills.lausd.net. Training for all emergency procedures can be found through the STEPS program on MyPLN. The REF-5803 Emergency Procedures, Drills and Districtwide Exercises has more information on emergency response actions and required emergency drills. Emergency procedures are also in the Emergency Classroom Quick Guide. The principal should ensure these are reviewed and posted in all classrooms, offices and common areas.

Five types of emergency drills are required as indicated in the table below, along with the required frequencies by school level. Schools are encouraged to foster relationships with and invite first responders to participate in drills. Schools must also participate in the radio test described in 4.3.6 below.

4. Training and Exercises

Drill Frequency Table:

Type	Elementary	Middle	Sr. High and Adult
Fire	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.
Lockdown	Within the first 30 days once per semester at minimum, including summer school.	Within the first 30 days once per semester at minimum, including summer school.	Within the first 30 days once per semester at minimum, including summer school.
Earthquake (Drop, Cover, Hold On)	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.
Shelter in Place	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.

Note: Review with only staff once per semester, the Rapid Relocation procedures for active shooter incidents meeting the specific criteria in BUL-5469 Lockdown and Rapid Relocation Procedures For All Schools.

4.3.1 Fire Drill

Signal:

(Most sites) Series of three and one half second pulses of electronic emergency horns, followed by a short pause; sequence repeats for at least three minutes.

For most fires, there is no Public Address (PA) system announcement, but the following drill announcement may be used preceding the fire alarm:

"Your attention, please. This is a fire drill. We need to evacuate all buildings when you hear the alarm. Teachers are to take their students and rosters to the Assembly Area and report to their designated section. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have exited."

Fire Drill Procedures

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Evacuate Building, Notifications and Student Reunification.)

Classroom Actions:

4. Training and Exercises

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the principal.
2. Familiarize yourself with the route your class will take before the drill begins.
3. When the signal is given, have students form a single line outside the classroom (Form a double line for large classes).
4. Check to see that all students are out of the classroom. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Take student roster and close all doors to prevent the spread of smoke or fire.
5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single or double line in the designated Assembly Area.
7. Take and report attendance.
8. Wait for the “all clear” announcement or other signal and then return quietly to your classroom in single file.

All other personnel (not assigned to any emergency team): Report to Assembly Area for further instructions.

4.3.2 Earthquake Drill

An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. There is typically no advance warning or signal given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

Signal:

The signal for the drill is the following PA announcement.

“Your attention, please. This is a drill. As you are aware, we are experiencing some seismic activity. For everyone’s protection, all students should follow drop, cover, and hold on procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions. This is a drill.”

Indoor Earthquake Drill Procedures

Classroom Actions:

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Drop, Cover and Hold on, Evacuate Building, Notifications and Student Reunification.)

1. Initiate the DROP, COVER and HOLD ON action as described in Section 6.3.
2. Drop to knees facing away from windows.
3. Get under desks or tables and hold on to the furniture where possible.
4. Fold body onto floor with arms close to knees.

5. Place head as far as is possible between knees and grasp furniture leg; cover the crown of the head with the other hand.
6. Stay in this position until shaking stops.
7. Students will evacuate using the safest route or evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

Outdoor Earthquake Drill Procedures

1. Stay clear of buildings, power lines, light poles, etc.
2. Drop to the ground, cover head if possible and hold onto a stable object if available. If stable object is unavailable, place head as far as is possible between knees and cover crown of the head with hands
3. Remain clear of obstacles and wait until the situation stabilizes and designated staff member gives all clear. Move to the emergency Assembly Area. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

If an earthquake occurs during non-classroom hours i.e., passing periods, recess, or lunch, all persons will proceed to the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.3 Lockdown Drill

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 from entering any occupied campus areas. This action is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school.

During a lockdown, students are to always remain in the locked classrooms or designated safe locations.

Signal:

The signal for the drill is the following PA announcement.

“Your attention please. This is a drill. There is a threat to your safety near the school and we are implementing a lockdown. For everyone’s protection, all students should go into to the nearest classroom and lock the door. You should be in a protected position, away from doors and windows and anything that can hurt you. Hold this position until you are given further instructions. This is a drill.”

Lockdown Drill Procedures

Classroom Actions:

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4. Training and Exercises

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Lockdown and Notifications.)

1. When the announcement has been given, all classes will remain in their rooms. Ensure that classroom doors are locked.
2. Redirect any students in hallways or outdoors into the nearest classroom.
3. Physical education classes will proceed into the gym, auditorium, or multi-purpose room and follow the lockdown actions described below.
4. Move students to the most protected areas in the room and lock the door.
5. Have students stay away from doors and windows and sit on the floor (in some instances).
6. Close and lock all doors and windows. Cover all windows, including those in the door or adjacent sidelights by lowering blinds, closing slots, drawing curtains, or covering with paper.
7. Turn off lights, power equipment, appliances, and silence cell phones. All personnel must remain in the classroom until further instructions are received from official sources.
8. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
9. Remain in the secured room with all doors and windows locked, window blinds drawn, and lights off until further instructions are received from official sources.

4.3.4 Shelter In Place Drill

A Shelter in Place indicates an emergency that requires students and staff to remain inside.

Signal:

The signal for the “Shelter in Place” drill is the following PA announcement.

“Your attention, please. This is a drill. Because we have received information regarding a hazard in the community, we are instituting shelter in place procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under door or around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you. This is a drill.”

Shelter in Place Drill Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Direct any students in hallways into the nearest classroom.
3. Physical education classes or other classes meeting outdoors will proceed into the gym, auditorium, or multi-purpose room.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.

6. Close all doors and windows and move students away from any sources of outside air. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. Turn off Heating Ventilation and Air Conditioning units/systems if advised.
8. Cover any vents or holes with posters, paper, or plastic. Use wet paper towels to fill gaps under doors or windows. Block the exchange of air to the outside by putting laminated posters over vents.
9. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.
10. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.5 Radio Communications Test

Radio communications tests take place on the third Tuesday in October and the third Tuesday in March each year to ensure that the radio equipment and communications systems are working properly. The communications test follows the same procedures that will be used in an actual emergency. In an emergency when phone lines are inoperable, the Districtwide radio network is used to compile information about significant damages and injuries at each site. Using this information, the District can properly assess the impact of an emergency, request help from other agencies, and properly assign resources and assistance to those sites with the greatest needs.

Schools are identified as either Reporting, Base or Directly Contacted schools which determines how the school will participate in the radio test and how they will communicate during actual emergencies.

Specific drill dates and the link to the most current Emergency Radio Communication Tree can be found at https://achieve.lausd.net/radiounit and on the OEM Drills and Exercises webpage. Schools should be very familiar with the Radio Tree and participate in the radio test each semester. After participating in each semester's radio test, schools are required to complete the evaluation: http://emergencydrills.lausd.net.

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5. Authorities and References

This section contains a list of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies. It provides for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator.

5.1 Legal Requirements

California E. C. §§ 32280-32288 **-** Requires a comprehensive school safety plan developed with first responder input, identifying appropriate safety strategies relevant to the needs and resources of the school. It requires specific representatives from the school and community to be involved in the planning process, an update of the plan annually, and the adoption of emergency procedures and policies. Requires that school safety plans include (among other items) disaster procedures and an earthquake procedure system including protective measures to be taken during an earthquake, and detailed “drop” procedures. Also requires training of school staff on the plan.

California E. C. §§ 35295-35297 **-** Specifies the components of the earthquake emergency procedure system for schools of more than 50 students, public and private: a school building disaster plan; a drop, cover, and hold on procedure; protective measures to be taken before, during, and after an earthquake; and a program for training students and staff in the adopted earthquake system.

California E. C. § 35294.1 **-** School safety plans may include an action plan with input from law enforcement and may determine the fiscal impact of implementing the plan. School safety plans are to be created using existing resources and are not to be developed with private consultants.

California Code of Regulations § 560 **-** School principals are to formulate the disaster preparedness plan and submit it annually to the Superintendent for approval. Schools are required to test the plan twice a year, not including fire drills.

5.2 Other Related Laws

California Government Code § 3100 (Disaster Service Workers’ Act) **-** All public personnel, including school District employees and charter school employees, can be declared Disaster Service Workers. As Disaster Service Workers, employees can be held at the work site and assigned disaster relief activities to perform until released during a disaster declared by the President or the Governor or proclaimed by the Mayor.

California Field Act of 1933 – Specifies stricter building codes for and more frequent inspections of public-school buildings. It applies to new construction of school buildings and later was amended to include mandatory retrofitting of older, existing school buildings.

California E.C. § 32040 **-** Requires each school to have a first aid kit.

5. Authorities and References

California E. C.§ 3200 - Schools must have a fire alarm system and sound the alarm and conduct a fire drill at least once every calendar month at elementary schools, at least four times a year intermediate, and not less than twice a year at secondary schools.

California E. C. § 215 - Requires school districts to implement a pupil suicide prevention policy and develop a training for all District employees to increase awareness about suicide. The policy must address high-risk (vulnerable) students, including youth bereaved by suicide, youth with disabilities, youth with mental illness or substance disorders, youth experiencing homelessness or in out-of-home settings such as foster care, and lesbian, gay, bisexual, transgender, or questioning youth.

California C.C.R. Title 19 Division 1 Chapter 1 - establishes minimum standards for the prevention of fire and for the protection of life and property against fire, explosion, and panic.

California C.C.R. Title 8 Section 3221 - sets forth the procedures for Fire Protection Systems.

California C.C.R. Title 24 Division 1 – adopts the California Fire Code as part of the Code of Regulations. Also referred to as the California Building Standards Code.

5.3 LAUSD Related Policy

LAUSD policies and guidance documents regarding emergencies can be found on the Office of Emergency Management website: LAUSD Emergency Documents.

6. Functional Annexes

Functional annexes focus on critical operational functions and the courses of action developed to carry them out, independent of the threat or hazard requiring response. While these functions should be described separately, it is important to remember that many functions will occur consecutively and that multiple functions may be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and visitors function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

Note: Only the Superintendent of the School District has the authority to cancel or close any LAUSD school.

Emergency procedures are also in the Emergency Classroom Quick Guide. The principal should ensure these are reviewed and posted in all classrooms, offices and common areas.

Training for all emergency procedures can be found through the STEPS program on MyPLN. The LAUSD Staff/Responder Emergency Plan app is also available and includes 21 categories of emergency response procedures, all taken from the ISSP template.

The REF-5803 Emergency Procedures, Drills and Districtwide Exercises contains detailed information on emergency response actions and required emergency drills.

6.1 Accounting for all Persons

This action is taken to account for the whereabouts and well-being of all students, staff members and visitors and is one of the first tasks that must be accomplished in any emergency.

Note: The below procedures are used to account for everyone after evacuating from school buildings. Schools should plan how to acquire this information, including accounting for visitors during a lockdown, shelter in place, or another emergency where everyone is inside. Methods may include MiSiS (for student attendance), email, calling the office via classroom phone, or hand-collected rosters/reports. Multiple methods should be planned for due to varied technology and safety factors in an emergency.

Accounting for all Persons Procedures

1. Teachers will take student rosters when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to list students/others as appropriate on attendance rosters and on the Missing Persons Report, Injury Report, and/or Supplemental Attendance Report.
2. Personnel working visitor check-in will take the visitor sign-in sheets and visitor stickers to the Assembly Area.
3. Assembly Area Team members will collect student rosters, Missing Persons Report, Injury Report, and Supplemental Attendance Report from teachers and submit them to the Assembly Area Team Lead.

4. The Assembly Area Team Lead will ensure that all visitors are accounted for, have a designated section of the Assembly Area away from students, and sign out when leaving campus.
5. The Assembly Area Team Lead will compile a master accounting of all persons on campus and make reports available to the Operations Section Lead and Incident Commander.

6.2 All Clear

This action is taken to notify staff and students that normal school operations can resume.

All Clear Procedures

1. The Incident Commander (principal or designee) will make the following announcement on the PA system, which signifies that the emergency is over. If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. “Your attention, please. You may now return to your classroom and resume usual activities. Thank you all for your cooperation.”
2. The Incident Commander will convene the School Site Crisis Team if the incident was traumatic to the school community.
3. The Incident Commander will make a final notification update to District offices and parents.
4. The Incident Commander will complete an iSTAR to document the incident, including follow-up actions.
5. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

6.3 Crisis Response

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance, and behavior. Common reactions to a school crisis may include shock, confusion, and fear. Although individual students, staff, families, or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults.

Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school
- The death of a student, staff or one of their family members by suicide or trauma
- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

Because of such critical incidents and emergencies, students and staff may exhibit a variety of emotional reactions. As soon as the physical safety of those involved has been ensured, crisis responders can focus on addressing the social-emotional needs of students and staff. Online training about crisis events is available on MyPLN in STEPS courses 207 and 409.

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6. Functional Annexes

OTHER IMPORTANT DEFINITIONS

Trauma
Trauma refers to an event or a situation where an individual fears for their life. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

Psychological First Aid (PFA)
PFA an evidence-informed supportive strategy to help children, adolescents, adults, and families in the immediate aftermath of traumatic events, disasters, and terrorism. PFA is designed to reduce the initial distress caused by these stressful events and to foster short-and long-term adaptive functioning and coping amongst students, staff, and parents/guardians.

MULTI-TIERED CRISIS RESPONSE TEAM MODEL
There are three tiers of crisis response: school site, Region, and District office. The basic structure of the multi-disciplinary support teams on all three tiers should be similar in their composition and incorporate District staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the Region, District office, or a combination thereof.

Tier I: School Site Crisis Response
School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The School Site Crisis Team determines if there is a need for additional assistance from the Region crisis team. The School Site Crisis Team may be activated as part of the Incident Command System (ICS) Team during an emergency or disaster, or may be activated as a stand-alone team, depending on the incident.

Tier II: Region Crisis Response
The school site administrator/designee contacts the Region Operations Administrator(s) for support and assistance if the crisis response required is beyond the scope of what the School Site Crisis Team can provide. Assistance from the Region crisis response team includes consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Tier III: District Office Crisis Response
In collaboration with the Region Operations Administrator(s), the school site administrator/designee determines if there is a need for support from the central crisis response team. Assistance from the District office crisis response team includes consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Crisis Response Procedures

1. As the Incident Commander, the principal or designee or designee activates the school ICS Team, including the School Site Crisis Team, which has primary responsibility for

addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.

2. The Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The Crisis Team will provide direct crisis intervention services, including the implementation of PFA.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator and request additional resources, as necessary.
5. The Incident Commander will direct the Planning and Intelligence Team Lead or other authorized user to open or update an iSTAR on the incident, documenting the actions of the Crisis Team.
6. The Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.
7. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
8. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

School Site Crisis Response

The following are general preparedness, response, and recovery protocols for the administrator/designee to implement during any crisis in a school, at District and school-related activities, and in all areas within the District's jurisdiction.

A. Preparedness
   1. Establish a School Site Crisis Team.
      School Site Crisis Team members should be comprised of school staff, such as administrators and out-of-classroom support staff. School Site Crisis Team composition will vary by school and must be staffed by District personnel only. Staff on the School Site Crisis Team should be informed of their roles and have opportunities to participate in preparedness activities.
   2. Schedule regular School Site Crisis Team meetings.
      School Site Crisis Teams should meet at least quarterly to review protocols and procedures regarding preparedness, response, and recovery. School Site Crisis Team meetings should be documented by maintaining agendas and sign-in sheets. Meetings should include the development of comprehensive crisis response and recovery plans that:
      a. Define the roles of the School Site Crisis Team members and communicate this information with other staff at the school site (i.e., staff that are not identified on the School Site Crisis Team, such as teachers, school climate advocate, clerical, new, substitute, before and after-school staff, and volunteers).
      b. Identify common types of crises and disasters that may impact schools and develop strategies for responding appropriately to re-establish the safety and security of the school site.

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c. Discuss possible locations on the school site to provide crisis response services, such as psychological triage, assessment, and reunification, utilizing the areas identified in the Integrated Safe School Plan.
d. Provide/coordinate staff development and training on identified topics (e.g., Psychological First Aid, immediate and long-term recovery, traumatic grief, the impact of traumatic events on students, adults and school climate, and self-care). For support with staff development and training, contact Region Operations , or the Student and Family Wellness Hotline at (213) 241-3840.
e. Develop strategies to mitigate long-term impact on student mental health, well-being, and academic achievement by re-engaging students in the learning process.
f. Identify school and community-based resources.

B. Response

The following are general procedures for the administrator/designee to respond to crisis situations at the school site.

1. Ensure Campus/Office Safety
   a. Call 911 for immediate, emergency life threatening situations.
   b. Call Los Angeles School Police Department (213) 625-6631 or local law enforcement for assistance at the school site or school-related activity.
   c. Secure site and implement lockdown, if necessary.
   d. Activate the ICS team, as needed.
   e. For assistance and consultation, contact Region Operations or the Student and Family Wellness Hotline at (213) 241-3840.
2. Determine Facts
   Consider some of the following questions when gathering information to determine the appropriate response for the situation:
   a. What happened?
   b. Who was involved?
   c. How were they involved?
   d. How did it happen?
   e. Where and when did it happen?
   f. What caused the crisis?
   g. What is the condition of those involved?
   h. Other relevant sources of information (e.g., school staff, parents/guardians, local law enforcement, medical facilities)?
3. Notify
   a. Region Operations as soon as feasible.
   b. Administrator/designee of co-located schools.
   c. Administrator/designee of other school sites that could be affected by the crisis.
   d. Other offices, as appropriate.
   e. Document the incident in the Incident System Tracking Accountability Report (iSTAR) as soon as practical and update, as necessary.
4. Assess
   The School Site Crisis Team meets to assess the impact and severity of the incident and determine the level of crisis response needed. Their assessment will guide the response

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and recovery methods. Variables to consider when assessing the impact of the crisis include:

a. Type of incident
b. Number of students and staff that might be affected
c. Emotional proximity to the crisis incident, including the relationship of the involved individual to the school community. The impact to the school may be affected by the degree to which the individual were active in the school community.
d. Physical proximity to the crisis incident
e. History of other crises at the school or for those involved in the current crisis
f. Time the crisis incident occurred (e.g., during school hours, after school, weekend, holiday)
g. School and community resources available

5. Develop Action Plan

Crisis response and interventions will be determined by the impact and severity of the incident. The action plan developed by the team should be documented and managed by the school site administrator/designee.

Actions may include:

- Communication
- Logistics/Operations
- Psychological First Aid
- Incident Debriefing
- Documentation
- Important Considerations
- Recommendations for Short and Long-Term Recovery

The Crisis Team will provide on-going assessment of needs and follow-up services as required. For more information, visit https://achieve.lausd.net/Page/13141#spn-content.

Psychological First Aid: Responding to Crisis Incidents

Psychological First Aid (PFA) is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, act of violence, or terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

For PFA handouts in English and Spanish, visit PFA Handouts.

1. **LISTEN** to what they say and how they act.
   - Address the feeling/behavior as soon as possible.
   - If a student wants to talk, be prepared to listen, and focus on what they say and how you can be of help.
   - Observe nonverbal communication. Remember that student may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.

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- Express compassion and calmness in your statements as well as nonverbal behaviors.

2. **PROTECT** by maintaining structure, stability, and consistency.
   - Maintain daily routines, activities, and structure with clear expectations and consistent rules.
   - Provide supervision and consistency to encourage successful outcomes.
   - Give information that is accurate and age appropriate.
   - Keep the environment free of anything that could re-traumatize the student.
   - Validate the student's life experience.
   - Maintain confidentiality as appropriate.
3. **CONNECT** through interaction, activities, and resources.
   - "Check in" with student on a regular basis.
   - Become familiar with learning support staff at your school (Psychiatric Social Worker, PSA Counselor, School Psychologist, Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student.
   - Encourage interactions, activities, team projects with friends and teachers.
   - Keep communication open with others involved in the students' lives (parents, other teachers, coaches etc.).
     Note: If you suspect child abuse and/or neglect, report to the appropriate child protective services agency, according to BUL-1347 Child Abuse and Neglect Reporting Requirements.
4. **MODEL** calm and optimistic behavior.
   - Model healthy responses by remaining calm, courteous, organized, and helpful.
   - Pay attention to your thoughts, feelings, and reactions about the event. Amid a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
   - Take constructive actions to assure safety.
   - Monitor conversations that students may engage in or hear.
   - Acknowledge the difficulty of the situation but demonstrate how people can come together to cope after such an event.
   - Practice self-care.
5. **TEACH** about normal changes that can occur when traumatized.
   - Student may have different reactions even to the same event.
   - Encourage students to identify and use positive coping strategies to help them after the event.
   - Help your students to problem solve to get through each day successfully.
   - Help students set small "doable" goals and share in these achievements as "wins."
     Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

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6.4 Drop, Cover, and Hold On

This action is taken to protect students and staff from flying or falling debris and is commonly used during an earthquake or explosion.

Drop, Cover, Hold On Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the principal may use other means of communication, such as broadcasting on the two-way radio. Classrooms should implement drop, cover, and hold on when they feel the shaking of an earthquake, even if there is no announcement. The Incident Commander (principal or designee) should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention please. We are having an earthquake. Drop, cover, and hold on in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions.”
2. If inside, teachers will instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.
5. Students who have disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on their wheelchairs and protect their head and neck with their hands.
6. The Incident Commander will follow drop, cover, and hold on with evacuation to the assembly area and notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action. Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402.

6.5 Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building. It is most commonly used in response to a fire, after an earthquake (following drop, cover, and hold on), or any emergency where the building and its contents are perceived to be a threat to student safety.

Evacuate Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means of communication. The principal or designee should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll book to the

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Assembly Area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."

2. The Incident Commander will activate the fire alarm system as a signal to evacuate.
3. Designated emergency team members/staff will take medications and related documents, as well as other medical supplies/equipment such as first aid kit, AED, EpiPen and sharps container.
4. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
5. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers must list missing students on the Missing Persons Report and submit to the Assembly Area team.
6. Once assembled, teachers and students will stay in place until further instructions are given.
7. The Incident Commander will make appropriate notifications to the District and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training that includes building evacuation is available on MyPLN in courses STEPS 201 and STEPS 401. Fire alarm system training is available on MyPLN in STEPS course 418.

6.6 Lockdown

This action is taken when the threat of violence or gunfire is identified or when directed by law enforcement and is necessary to prevent the perpetrator from entering any occupied campus areas. During a lockdown, students are to always remain in locked classrooms or designated safe locations.

This action secures the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school.

Lockdown Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means of communication, such as broadcasting on the two-way radio or using runners, if it is safe to do so. The principal or designee should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention, please. We have an emergency and need to implement a lockdown. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside to the nearest building or classroom."
2. If inside, teachers will instruct students to stay away from doors and windows, lock all doors and windows, and sit on the floor (in some instances). Cover all windows,

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including those in the door or adjacent sidelights, by lowering blinds, closing slots, drawing curtains, or covering with paper.

3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium) and follow the listed lockdown actions above. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. Turn off lights, power equipment, appliances, and silence cell phones.
5. Teachers and students will remain in the classroom or secured area with all doors and windows locked, window blinds drawn, and lights off until further instructions are given by the principal or designee or law enforcement.
6. 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.
7. The Incident Commander will call the Los Angeles School Police Department Watch Commander's Office at (213) 625-6631. The Watch Commander will provide advice and support for the School Incident Commander by interfacing with municipal police and fire departments and sending an LASPD officer to the school.
8. The Incident Commander will make appropriate notifications to the District and parents.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action. Supplemental online lockdown training courses STEPS 203, 302, and 403 are offered through MyPLN.

Details are available in BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools.

6.7 Notifications

Response actions should be accompanied by the following notifications:

- 911
- Los Angeles School Police Watch Commander's Office at (213) 625-6631
- Region Operations
- Blackboard Connect messages to parents and/or staff
- Incident System Tracking Accountability Report (iSTAR)

6.8 Rapid Relocation (option ONLY for Active Shooter on Campus incidents)

More information is available in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools. Active shooter training for LAUSD schools is available from LASPD; contact them at (213) 625-6631 for inquiries and to schedule the training. If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

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- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

For suggested Options for Perimeter Gate Access during a Rapid Relocation, please access Attachment C in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools.

Rapid Relocation Procedures

1. When the decision to perform a Rapid Relocation has been made, the School Incident Commander will:
   - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off-site relocation point is the preferred destination, only if the route is safe. Teachers/staff are to account for any students with a cognitive disability who may not have understood the directions.
   - Inform the LASPD Watch Commander at (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
   - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
   - Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the LASPD Watch Commander will:
   - Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex.
   - Dispatch a field officer to the relocation point to advise and support the School Incident Commander.
   - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
   - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
   - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
   - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:
   - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.
   - Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.

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- Maintain a perimeter at the off-site relocation point between the school population and others.
- Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.

4. The Region Operations Coordinator will:
   Connect with the School Incident Commander in person, by phone or radio and provide resources from the Region that might include the following:
   - Dispatch the Region Crisis Team to the school relocation point.
   - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
   - Send out a Blackboard Connect message to parents from the Region office with additional information.
   - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the Region office.
   - Assist with reunification.
5. The Triage Team will work with first responders and local authorities to ensure wounded students and staff receive medical attention.
6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the School Site Crisis Team to ensure notification of parents and family members of the wounded.
7. All media inquiries will be referred to the designated Public Information Officer.
8. The School Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All-Clear action.
10. The School Incident Commander will debrief with staff and school police officers.

6.9 Relocation (Off-Site Evacuation)

This action is taken when authorities have determined that it is unsafe to remain on the campus and evacuation to an off-site relocation site is required and the below procedures do not apply during an active shooter incident, a tsunami, or large hazardous materials release all of which require more specialized procedures.

Relocation Procedures

1. The principal or designee becomes the Incident Commander and activates the school ICS Team., The Incident Commander will collaborate with the Region, LASPD, and local authorities to determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The required primary and back-up off-site relocation sites are indicated on the Vicinity Map

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in the Integrated Safe School Plan. Teachers and students will stay together during the evacuation.

2. The Incident Commander will decide if it is more efficient to have classes systematically report first to a gathering point/staging area on campus, such as the auditorium, and evacuate everyone off the campus from that single location.
3. The Incident Commander will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We need to institute an off-site relocation. Teachers are to take their students, roll book, emergency supplies, and report to their designated off-site relocation point (or to the staging area, if evacuation will be by school bus instead of walking). Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited.”
4. If the site will be evacuating by school bus, the Incident Commander will activate the Transportation Support position to assist with planning and carrying out the evacuation, including the evacuation of necessary supplies to support the school at the relocation site.
5. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
6. The Incident Commander will appoint a team of available staff to sweep the campus and check every room/location to ensure that the entire campus is evacuated. Attendance for students and staff must be taken.
7. Once assembled off-site, teachers will take attendance again and students will stay in place with their teacher until further instructions are given.
8. The Incident Commander will make appropriate notifications to the District and parents, including signage on gates indicating the relocation destination.
9. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.
10. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

6.10 Shelter in Place

This action is taken to place and/or keep students indoors to provide a greater level of protection from airborne contaminants in outside air or other hazards. Shelter in Place is implemented when there is a need to isolate students and staff from the outdoor environment and may include the shutdown of classroom and/or building heating/air conditioning systems. During a Shelter in Place, no one should be exposed to the outside air.

The difference between Shelter in Place and Lockdown is that a shelter in place may involve the shutdown of heating and air conditioning (HVAC) systems and allows for the free movement of

students within a building. However, students in bungalows and buildings with exterior passageways will have to remain in the classroom.

For situations that do not require the protective actions listed under Shelter in Place, a principal can implement an "Indoor Activities Schedule" to minimize outdoor student activity and to further protect school community from environmental discomforts. An Indoor Activities Schedule may be implemented at any time and for any reason that meets the needs of the school. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and District-Wide Emergency Exercises.

Shelter in Place Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means of communication, i.e., sending messengers to deliver instructions. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We are implementing a Shelter in Place, due to an air quality issue. Students and staff are to remain inside the building away from outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under exterior doors and around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.”
2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office of the number of students in the room with them, their names, and the names of any student who are not accounted for.
4. Teachers are responsible for securing individual classrooms and the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil, plastic wrap, or laminated posters, if possible; and turn off any sources of ignition, such as pilot lights.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. The Incident Commander will monitor news media for information about the incident.

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7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action. Online training about shelter in place is available on MyPLN in courses STEPS 204 and 404.

6.11 Student Reunification

Student reunification is implemented to reunite students with their custodial adult after a critical incident or disaster (a significant fire, natural disaster, violence, school bus accident, etc.) that prevents a normal school dismissal.

Reunification Procedures

1. The Incident Commander or designee will direct the Request and Reunion Gate Teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate.
3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.
4. Message runners will notify the Assembly Area Team of the student to be escorted to the Reunion Gate.
5. The Reunion Gate Team will check parent/guardian identifications, confirm student identity and keep accurate records of students leaving the campus.
6. Members of the School Site Crisis Team may be asked to assist the Reunion Gate Team. If a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location and be informed of their child's condition away from others. It is suggested that a member of the School Site Crisis Team then stay with the parent and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place.
8. Members of other School Emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

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7. Threat and Hazard-Specific Annexes

The threat and hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in the functional annex need not be repeated in a threat or hazard-specific annex. These annexes were developed at the District level, based on risk analyses.

7.1 Active Shooter/Gunfire

More information is available in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools. Active shooter training for LAUSD schools is available from LASPD; contact them at (213) 625-6631 for inquiries and to schedule the training. If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

7.1.1 Active Shooter Procedures

1. Upon first indication of an active shooter, personnel should immediately notify the principal or designee, who becomes the Incident Commander.
2. The School Incident Commander (principal/designee) will initiate a lockdown, the recommended appropriate emergency function.
3. The School Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so.
4. The School Incident Commander activates the Incident Command (ICS) Team.

The Planning and Intelligence Team Lead will:

- Notify the Region Administrator of Operations and/or Operations Coordinator and request assistance.
- Prepare a message for parents to be sent on Blackboard Connect.
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.

The Operations Team Lead will:

- Ensure that perimeter gates are secured and that all students, staff and visitors are safely secured behind locked doors.
- Begin the process of accounting for all students and staff.
- Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
- If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

7.1.2 Rapid Relocation Procedures

1. The School Incident Commander will:
    - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off-site relocation point is the preferred destination, if the route is safe.
    - Inform the LASPD Watch Commander at (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
    - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
    - Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the LASPD Watch Commander will:
    - Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units and/or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex.
    - Dispatch an officer to the relocation point to advise and support the School Incident Commander.
    - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
    - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
    - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
    - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:
    - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.

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- Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
- Maintain a perimeter at the off-site relocation point between the school population and others.
- Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.

4. The Region Operations Coordinator will:
   - Connect with the School Incident Commander in person, by phone or radio and provide resources from the Region that might include the following:
     - Dispatch the Region Crisis Team to the school relocation point.
     - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
     - Send out a Blackboard Connect message to parents from the Region office with additional information.
     - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the Region office.
     - Assist with reunification.
5. The Triage Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the School Site Crisis Team to ensure notification of parents and family members of the wounded.
7. All media inquiries will be referred to the designated Public Information Officer.
8. The School Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All-Clear action.
10. The School Incident Commander will debrief with staff and school police officers.

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7.2 Aircraft/Vehicle Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property. If a crash results in a fuel or chemical spill on school property, refer to Section 7.4 Biochemical/Hazardous Materials as needed.

Aircraft/Vehicle Crash Procedures

1. The principal or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Section 7.4 Biochemical/Hazardous Material).
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Triage Team will check for injuries and provide appropriate medical assistance.
8. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. A Region representative will call the Region Public Information Officer with information on this situation as appropriate.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen. Notify OEHS if it is a fuel or chemical spill and M&O if building or site damage.
10. The School Site Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an off-site relocation.
12. The Incident Commander will notify and update parents via Blackboard Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

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7.3 Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff.

Animal Disturbance Procedures

1. The principal or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, School Police (213) 625-6631, LA City Animal Services (888) 452-7381, and/or the Department of Fish and Game (888) 334-2258 and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or Triage Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents via Blackboard Connect if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.4 Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Common releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity to the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

- Multiple victims suffering from watery eyes
- Twitching
- Choking
- Loss of coordination
- Trouble breathing
- Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

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7. Threat and Hazard-Specific Annexes

7.4.1 Substance Released Inside a Room or Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, School Police at (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. clothing, extra uniforms, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evaluate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.4.2 Substance Released Outdoors and Localized Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area

upwind from the release. The Incident Commander will, as necessary, initiate the Shelter in Place or Evacuate Building action.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, School Police at (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. uniforms, extra clothing, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evacuate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training about Shelter in Place is available on MyPLN in STEPS courses 204 and 404.

7.4.3 Substance Released in Surrounding Community Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS team, and if they or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter in Place.
2. Follow all Section 6.10 Shelter in Place procedures.
3. The Incident Commander will call the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the nature of emergency.

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4. The Incident Commander will monitor local news for information about the incident and notify the South Coast Air Quality Management District (SCAQMD) at 1-800-CUT-SMOG or 1-800-288-7664.
5. The school will remain in Shelter in Place until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training about Shelter in Place is available on MyPLN in STEPS courses 204 and 404.

7.5 Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a school bus field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch by radio or 1-800-LABUSES or the nearest school.

7.5.1 Bus Earthquake Procedures

1. The driver will initiate the Drop, Cover, Hold On action for all persons on the bus.
2. The driver will stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The driver will check for injuries and provide first aid as appropriate.
4. The driver will contact Bus Operation Dispatch to report location and condition of students and the bus. Bus Operation Dispatch will contact and update the school principal and bus supervisors.
5. If it is safe, the driver will proceed to the nearest LAUSD school for possible shelter, upon arriving at the school, the driver is to notify the school principal or designee and remain with the children until further instructions are received from the principal or designee.
6. The principal or designee will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
7. The principal or designee will notify and update parents via Blackboard Connect.
8. If instructed by the Bus Operations Dispatch or designee to continue the route, the driver will:
    - If enroute to school, continue to pick up students.
    - If dropping students off, continue to do so, provided there is a responsible adult at the bus stop to receive students in Pre-K through second grade and a designated adult for students with an IEP.
9. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
10. The driver will account for all students and staff throughout the emergency.

7.5.2 Bus Flood/Flash Flood Procedures

1. The driver will NOT drive through flooded streets and/or roads.

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2. The driver will take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, the driver will stay in place until help arrives.
4. The driver will contact and update Bus Dispatch to report location and condition of students and the bus. Bus Operations will update the school principal or designee and bus supervisor.
5. The principal or designee will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via Blackboard Connect.
7. In all instances, the driver will not attempt to cross damaged bridges or overpasses.
8. The driver will account for all students and staff throughout the emergency.

7.5.3 Serious Bus Crash or Bus Fire Procedures

1. The driver will park the bus in a safe location as directed by law enforcement or Transportation supervisor.
2. The driver will set the emergency brake and turn off the ignition.
3. The driver will initiate the Evacuation action for all persons on the bus in the event of a fire. Drivers should keep in mind:
   a. Bus fires can be controlled by using the fire extinguishers.
   b. Most modern buses have an integrated fire suppression system to put out engine fires and can be activated by a push of a button or automatically triggered by a fire.
4. When an accident occurs, the driver will check for injuries and provide appropriate first aid as deemed necessary prior to the arrival of emergency responders.
5. The driver will immediately notify School Bus Operations Dispatch if an accident has occurred. Injuries will be reported at that time as well as the exact location of the bus.
6. Upon notification of an accident with students on board a bus, School Bus Operations Dispatch will notify the California Highway Patrol (CHP) for assistance.
7. The driver will contact Bus Operations Dispatch to report any updates at the location and condition of the students. School Bus Operations Dispatch will then provide the necessary updates to District personnel.
8. The principal or designee will notify the Region Administrator of Operations and/or the Operations Coordinator of the incident.
9. The principal or designee will notify and update parents via Blackboard Connect.
10. The driver will stay with the disabled bus until help arrives.
11. The driver will account for all students and staff throughout the emergency.
12. The Bus Supervisor or other authorized user will open an iSTAR on the incident.

7.6 Demonstration/Walkout

A Demonstration/Walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized and may be unlawful. Students are sometimes encouraged by protesters (in person or via social media) to participate in a

demonstration as it passes by a school. Information is available in BUL-6320.2 Procedures for Handling Disturbances or Demonstrations on or Adjacent to School Sites.

Demonstration/Walkout Procedures:

1. Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the appropriate emergency function, which may include a modified Lockdown.
3. The Incident Commander will notify School Police at (213) 625-6631 to request assistance and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
6. If students attempt to leave the campus, inform students in the presence of adult witnesses that they should attend classes. Notify individual students that they risk consequences if they remain on campus but do not attend classes or if they attempt to leave campus. Remind students that if they persist in unlawful activities following ample warning and notice of suspension, they may be subject to disciplinary action. Note: No physical effort shall be made to prevent students from leaving the campus.
7. Students not participating in the demonstration/walkout should remain in their classrooms until notified otherwise by the Incident Commander. Teachers will close and lock classroom doors to protect students from a demonstration that becomes unruly. Students and staff should be protected from broken window glass by closing available window coverings.
8. The Planning and Intelligence Team's Documentation Unit should keep accurate record of events, conversations, and actions.
9. All media inquiries will be referred to the school's designated Public Information Officer, who will also monitor local news outlets and initiate further actions as appropriate.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
12. The Incident Commander should proceed using good judgement based on Law Enforcement or other legal input, in taking action to control and resolve the situation.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

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7.7 Disorderly Conduct

Disorderly conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the individual is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate. Information is available in BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) and BUL-5799.1 Threat Assessment and Management (Student-to-Student, Student-to-Adult, Student-to-School). Online training about threats is available on MyPLN in courses STEPS 208 and 408.

Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by the school administrator and/or School Police.
2. Staff will immediately notify the principal or designee.
3. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
4. The Incident Commander will call School Police at (213) 625-6631 and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the individual in a calm, non-confrontational manner and request they leave the campus. Avoid any hostile situations.
6. If the individual is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via Blackboard Connect, as necessary.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.8 Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The below procedures should be implemented in response to all earthquakes, regardless of magnitude.

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7. Threat and Hazard-Specific Annexes

Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402. Other resources are available through the OEM and STEPS websites.

7.8.1 Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover, and Hold On.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
4. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students or any student that was left behind.
6. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
7. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
8. The Triage Team will set up the triage stations, check for injuries and provide appropriate medical assistance.
9. The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
10. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
11. The Incident Commander will contact the Region Administrator of Operations and/or Operations Coordinator to determine additional actions that may be necessary. If the School Emergency Status Report (SESR) is activated, school conditions will be reported through this tool. Region personnel will communicate conditions to the District's Emergency Operations Center.
12. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.
13. The Incident Commander will contact the Area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will

conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.

14. Any damaged areas will not be reopened until the Area Facilities Team provides clearance and the Incident Commander gives authorization to do so.
15. The Incident Commander may initiate a Relocation if warranted by changes in conditions at the school.
16. The Incident Commander will direct the Planning and Intelligence Coordinator or another authorized user to open an iSTAR on the incident.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.8.2 Earthquake during Non-School Hours Procedures

Note: These procedures should be followed only when some staff is on campus.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.
   Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the School Police Watch Commander's Office at (213) 625-6631 that you are on campus before beginning a site assessment.
2. The Incident Commander should confer with the Region Administrator of Operations and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
3. If the school cannot be occupied, the Incident Commander and Region Administrator of Operations will determine an alternate location for affected buildings and programs, and the Incident Commander will notify staff members and parents via Blackboard Connect.
4. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.

7.9 Explosion/Risk of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

7.9.1 Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On or Take Cover if outdoors in an open area.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will call 911 and School Police at (213) 625- 6631 and OEHS at (213) 241-3199 to provide the exact location (e.g., building, room, area) and nature of emergency.

3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. The Region office will inform the Region Public Information Officer of the situation.
4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate emergency functions. Action may include Shelter in Place, Evacuate Building or Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. The Triage Team will check for injuries and provide appropriate medical assistance.
10. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
11. The Planning and Intelligence Team Lead will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.
13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the Area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
15. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.
16. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
17. The Incident Commander may initiate a Relocation if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

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7.9.2 Risk of Explosion on School Property Procedures

1. If a school is notified by authorities of the risk of an explosion, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff, and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and School Police at (213) 625-6631 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the fire department arrives.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Lead will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
9. The Incident Commander will notify and update parents via Blackboard Connect.
10. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
11. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
12. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to School Police and the Region Administrator of Operations.
13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate a Relocation, if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.3 Explosion or Risk of Explosion in Surrounding Area Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place response action.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building, area) and nature of emergency.

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3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. The Incident Commander will notify and update parents via Blackboard Connect.
6. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
7. The school will remain in a Shelter in Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure waves, expanding fireball, and subsequent radioactive fallout. More information about incidents involving radioactive material is available in the resource In The Event of a Nuclear Incident: A Reference for Schools and on MyPLN in courses STEPS 205 and 405.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.
3. The Incident Commander will notify 911 and School Police at (213) 625-6631 and provide details on the area and personnel affected at the school.
4. After the initial blast, ICS teams should provide medical assistance and extinguish small fires as needed.
5. The Incident Commander will ensure the prompt relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
6. The Security/Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan in the ISSP for gas supply shut-off valve) and fans in the area; close and lock exterior doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; cover windows, seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via Blackboard Connect.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.

11. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
12. The school will remain in Shelter in Place until the Los Angeles County Department of Public Health or other appropriate agency ends the Shelter in Place or issues relocation instructions. Authorities may advise relocation.
13. The Planning and Intelligence team will complete a School/Site Preliminary Damage Report and transmit it to School Police and the Region Administrator of Operations.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.5 Explosive Device Threat and Suspicious Package

Response to an explosive device threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion. Information is available in the BUL-6460 Explosive Device Threats and Suspicious Devices.

7.9.6 Explosive Device Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
    - Nature of threat on phone line
    - Name of school
    - Phone number of line receiving threat
    - Name and contact information of staff member
2. The person answering the threat call should immediately inform the principal, and then use the Explosive Device Threat Form to gather and record information about the call.

Explosive Device Threat Form Questions include:

- Where is the explosive device (building, location)?
- When is it going to explode?
- What kind of explosive device is it? What does it look like?
- Who set the explosive device? Why was the explosive device set?
- What can we do for you to keep the explosive device from exploding?
- What is your name?
- How old are you?
- Where do you live?
- How can you be contacted?

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:

- Caller Characteristics:
    - Gender
    - Age
    - Accent

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    - Slurred/impaired speech
    - Recorded/disguised voice
    - Familiarity
    - Irrational/incoherent
  - Background Noise:
    - Traffic
    - PA System
    - Typing
    - Other

3. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls School Police at (213) 625-6631 who will advise the school. In most cases, School Police will direct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with School Police, will determine the appropriate emergency functions, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
4. If the school discovers unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, report the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.
5. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. No attempt should be made to investigate or examine a discovered suspicious object.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. After the search, the Incident Commander will consult with Law Enforcement to determine any alteration to the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
10. When a suspicious object or explosive device is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.
11. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
12. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
13. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

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14. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
15. After the incident is over, the Incident Commander will complete the Explosive Device Threat Report.

7.9.7 Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the principal or designee should be immediately alerted.
2. The principal or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security/Utilities Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The School Site Crisis Team will convene and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
13. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete the Explosive Device Threat Report.

7.10 Fire

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

7.10.1 Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Online training about fires is available on MyPLN in courses STEPS 201 and 401. Online training about fire alarm systems is available on MyPLN in course STEPS 418.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The Incident Commander will call 911 and School Police at (213) 625-6631 and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the fire. Region personnel will contact the Region Public Information Officer with information on this situation.
5. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify OEHS at (213) 214-3199 that a fire occurred.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
12. If needed, the Logistics Team Lead will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
13. Any affected areas will not be reopened until the Los Angeles City or County Fire Department, or appropriate agency provides clearance, and the school administrator issues authorization to do so.
14. For fires during non-school hours, the Incident Commander and the Region Administrator of Operations will determine if the school opens the following day.

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15. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the “fire is out.”
16. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.10.2 Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school or a wildfire that impacts the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Shelter in Place, Evacuate Building or Relocation.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The HazMat/Fire Team will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and District-Wide Emergency Exercises.
6. In addition, the principal can determine air quality by accessing the Los Angeles Unified Know Your Air Network. The network consists of 200 air quality sensors deployed at school sites and facilities throughout the entire 710 square-mile district to show local conditions in real time. Every school in Los Angeles Unified has a network sensor nearby (within approximately 1.6 miles), allowing all schools to determine air quality by looking at the nearest sensors. The network can be accessed at https://achieve.lausd.net/knowyourairnetwork.
7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. Region personnel will call the Region Public Information Officer with information on this situation.
8. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
9. The Incident Commander will notify OEHS at (213) 241-3199 of the fire.
10. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students.

Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.

11. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
12. The Incident Commander will notify and update parents via Blackboard Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
14. If needed, the Logistics Team Lead will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
15. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will update the school community.

7.11 Food/Beverage/Water Contamination

This procedure should be followed if site personnel report suspected contamination of food or beverages served for the various food programs. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or beverage supplies, or if notified of possible food contamination by Central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses. Online training about food safety is available on MyPLN in course STEPS 417.

Note that the Food Services Division will support with the procedures related to food and beverages that they serve.

Suspected Contamination of Food/Beverage/Water Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will isolate and secure the suspected contaminated food/beverage/water to prevent consumption, and will restrict access to the area.
2. The Incident Commander will notify:
   - 911
   - School Police (213) 625-6631
   - County Department of Health Services (213) 974-1234
   - Office of Environmental Health and Safety (213) 241-3199
   - Food Services Division (213) 241-2993 or (213) 241-6419
   - District Nursing Services (213) 202-7580
   - Region Administrator of Operations and/or Operations Coordinator
3. The Planning and Intelligence Team Lead will make a list of all potentially affected students and staff and provide the list to responding authorities.
4. The Triage Team and/or school nurse will assess the need for medical attention and provide medical assistance as appropriate.

5. The Planning and Intelligence Team Lead will maintain a log of affected students and staff and their symptoms, the food/beverage/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Incident Commander will confer with the Los Angeles County Department of Health Services before resuming normal operations.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

The Food Services Division will conduct their own investigation if the contaminated food/beverage originated from the cafeteria. A Quality Control Incident Form is completed by the cafeteria manager and submitted to a Nutrition Specialist at the Food Services Division central office within 24 hours. He/she reviews the form, notifies the vendor from which the contaminated food/beverage originated, and has a sample of it picked up from the school to undergo laboratory testing. The lab results take 2-3 working days. If tests show positive for food-borne illness, Food Services reports the findings through iSTAR and to OEHS for direction and follow-up.

For cases involving water contamination, as well as non-cafeteria food and beverage spoilage or contamination, OEHS will support the school with proper protocol.

7.12 Public Health Emergency

The District's pandemic strategic plan is available here: LAUSD COVID-19 Compensatory Education Plan.

A Public Health emergency involves an infectious disease outbreak or a pandemic which requires a large-scale emergency need for medical health care services. A pandemic is the worldwide spread of a new disease, according to the World Health Organization. A pandemic occurs when a new virus emerges for which there is little or no immunity in the human population, begins to cause serious illness, and then spreads easily person-to-person worldwide. A Public Health emergency is often due to an influenza outbreak or other infectious disease that affects a school community. These incidents can also be more local and contained such as a suspected tuberculosis or measles outbreak at a school. During a suspected Public Health emergency, the principal or designee will consult with District Nursing Services at (213) 202-7580 and Student Medical Services at (213) 202-7590. Online training about Public Health emergencies is available on MyPLN in course STEPS 416.

During a large-scale Public Health emergency, the District will mobilize designated staff for a uniform, systemic, and comprehensive response. Both District and local level Operations staff will serve a critical role in gathering and dissemination information and supporting schools. L.A. Unified recognizes the authority of the Los Angeles County Public Health Officer in matters related to a disease outbreak or other Public Health crises and will work cooperatively with the Health Officer to prevent, mitigate, and respond to cases. The Health Officer and Public Health

disease control specialists will evaluate the local situation and determine actions necessary to control the disease outbreak in schools and in the community. Health Officer Orders, guidelines and instructions will be continually revised and updated as the outbreak is tracked in the county. Illness may spread rapidly or slowly, may vary among communities locally, nationally, and worldwide, and the outbreak may persist over several months or even years.

During Public Health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that Public Health emergencies can create a great deal of anxiety and misinformation. Specific details and updates including mitigation efforts and County orders will be provided on an ongoing basis as events evolve and directives change. It is imperative that the most updated information be sought and implemented. These will be shared through multiple means, including email, Blackboard Connect messaging, KLCS, official District social media, virtual town halls, or other forums.

In a disease outbreak or pandemic, information materials may include:

- Letters to parents, teachers, and staff with instructions and risk communication information as issued by the Public Health Department's Health Officer.
- Brochures, infographics, and other informational materials.
- Frequently Asked Questions (FAQs).
- District webpages, maintained with links and updated information as knowledge evolves about the pandemic.

Healthy Habits to Reduce Public Health Emergency Impact

Schools can reduce the impact and spread of an infection by reinforcing basic healthy habits. Follow and promote the below practices and be aware that additional specific measures may be required to address the circumstances of the public health emergency. These practices include:

- Wash hands often. Require that all employees and students wash their hands with soap and water for at least 20 seconds after visiting the restroom or changing diapers/toileting, before and after eating and after handling animals or animal waste. If soap and water are not available, schools can purchase approved sanitizer from the District Warehouse. Schools must stock adequate hand-washing supplies for all restrooms.
- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity.
- Get vaccinated. Vaccination can drastically reduce the chance of contracting many diseases.
- Routinely clean and disinfect surfaces. Cleaning with soap and water removes dirt and most microorganisms. Using a disinfectant kills additional disease-causing germs. All common surfaces should be disinfected frequently with an approved product. A list of

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District-approved products is available through the LAUSD's Office of Environmental Health and Safety website.

- Stay at home if you are ill or have signs or symptoms of an infection. Students who become ill while at school should be sent home as quickly as possible. Note that for some infectious diseases, infected individuals may not present any symptoms or symptom manifestation may be delayed.
- Exclude from all school activities students and staff who are symptomatic. In the event of any Public Health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with noticeable symptoms such as an elevated temperature, cough, runny nose, or other symptoms common for that outbreak, should be separated from the general school population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian.
- Handle and prepare food properly. Buy and refrigerate perishable foods quickly. Store food properly. Wash hands, kitchen surfaces, and utensils while preparing food. Wash raw foods and vegetables.
- Avoid exposure to all blood and other body fluids. Use gloves and practice thorough and frequent handwashing.
- Waste Disposal: Schools should carefully dispose of waste. A container lined with a biohazardous bag marked with the international biohazardous symbol is recommended for disposal of a waste containing blood or any bodily fluid spills that may contain blood. These wastes should be double-bagged. If needles, syringes, or lancets are used in the school setting, arrange for an appropriate Sharps container. The container must have the proper Sharps waste label attached. Place intact needles and syringes in the designated Sharps container. Do not bend or break needles. Do not recap needles. Contact Nursing Services for directions about disposal of these types of contaminated materials.

To assist in planning for an outbreak, schools can use the Continuity of Service Form. Once the template has been filled out for all critical employees and functions, the form should be saved and printed out to go in the Integrated Safe School Plan binder.

Continuity of Service. The District is responsible for maintaining continuity of school functions during a prolonged school closure or during periods of increased absence of administrative staff and teachers. It must develop a continuity of operations system for essential central office functions, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms). Each school, and all District offices, should have a Continuity of Service Plan in place and begin any necessary cross-training or information exchange in preparation for any possible pandemic, including influenza. The District Continuity of Service Plan template for schools can be accessed here: Essential Functions for Continuity of Service at School.

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Activate the school's Continuity of Service Plan in the event of a wide-scale or pandemic-related illness, as critical school employees could be absent for days, weeks, or months, while others may work remotely. Such a reduction in available staff may challenge the continuity of school operations and services because there may not be enough substitutes for absent employees. Site administrators must consider how to carry on school operations without, for example, their Payroll Clerk, Plant Manager, Cafeteria Manager, Coordinator, or Assistant Principal, as well as how school operations will change if students and staff are learning and working remotely. Every school should have a plan to make sure that important tasks normally performed by critical employees can still be completed when those employees are absent. School sites should have at least two people to fill in for missing critical coworkers.

Once the school's Continuity of Service Plan has been completed/updated for all critical employees and functions, the form should be saved and printed out to go in the Integrated Safe School Plan binder.

Continuity of instruction. During major health emergencies, students may be absent for weeks or even longer periods of time. School dismissal, closures, or capacity limitations are possible mitigation strategies which may be implemented to lower the risk of infection. In the event that there is a closure of a classroom or a school, each school should follow its Continuity of Service Plan, which should address how the school will provide students with learning activities during the period of closure. Activities could include but are not limited to: digital learning, online resources, reading activities, writing assignments, and worksheets. Schools should ensure that students have the necessary technological resources to promote educational equity.

The Division of Instruction (DOI) will establish alternate modes of learning in the event of a large-scale learning disruption to the district. DOI will provide direction and information to administrators and facilitate the alternate learning process.

Instruction may need to be provided remotely and/or online. Schools and teachers should have lesson plans for students who will be home for extended periods of time, as well as multiple means of communicating lesson content to students and parents. Schools should ensure that students have necessary instructional materials and appropriate access to technology. Lesson methods may include the following:

- Using online learning tools and online classroom applications
- Allowing students to take home schoolbooks and class materials
- Posting lesson on school websites with materials
- Using Blackboard Connect telephone messages to homes
- Using KLCS Channel 58 programming
- Using other approved internet education websites
- Mailing home printed materials
- Having printed materials available for families to pick up at school, if safe to do so

As the potential for infection decreases, the District may institute a hybrid learning model which combines students attending school in person, with others learning remotely. There may

be additional strategies for the community and workplace that include placing limits and/or canceling large public gatherings (e.g., athletic competitions) or altering work environments or schedules (e.g., staggered office work schedules or telecommuting). School administrators and employees should be prepared for these possibilities.

Reopening. When the risk subsides, the District will consider Public Health guidance, scientific research, and local-level factors to implement a partial, incremental, or total return to normal operations. Any such decisions will be communicated to and coordinated with regional leadership who will then communicate with school sites.

The District will work with local-level offices to provide guidance to schools such as: campus cleaning and other pandemic-related safety procedures; student academic assessment, academic intervention, and grading; mental health services for students and employees; assessing students with disabilities in reviewing, revising, or creating IEPs; remediation, if the school was used for emergency operations; and accounting for students who do not return to school.

Considerations for Emergency Preparedness

Based on the nature, scale, and duration of the pandemic, as well as whether any in-person instruction is/may be taking place, school administrators should plan for a potential need to address the following, as applicable:

- Drills - schools are expected to conduct all required emergency drills with each campus cohort during hybrid learning. Schools that have groups of students rotating through campus will need to hold drills for each schedule. Drill frequency table is available at http://achieve.lausd.net/drills.
- Submit emergency drill evaluations separately for each cohort.
- Conduct an ISSP review to update staffing and ensure that everyone with an emergency role will be working in person.
- Develop contingency plans for handwashing during disasters or during a loss of water on campus. Identify any outdoor handwashing stations that may be used during a disaster.
- Evaluate any designated outdoor isolation/quarantine areas for potential use for the same purpose during emergencies requiring evacuation. Consider: distance from buildings (building damage/rubble), reasonable distance from assembly area, line of sight (preferable), and communication between areas. If the existing areas are not suitable, identify isolation and quarantine areas near the assembly area for any students or employees who present symptoms and need to be isolated or quarantined. Assign staff to monitor these areas as needed.
- Identify alternate indoor spaces to use during lockdowns and shelter-in-place incidents/drills for each outdoor isolation and quarantine area and for outdoor classrooms, if any.
- Evaluate current assembly area and determine potential need to redefine or expand it to accommodate appropriate physical distancing; if necessary, establish a larger assembly area that will allow for proper social distancing.

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- Establish the expectation that teachers should bring classroom hand sanitizer when evacuating.
- Inventory current emergency supplies and evaluate supply needs in classrooms, offices, and the emergency bin, including those specifically needed due to the nature of the outbreak/pandemic, including PPE for any parents/guardians who show up to collect their child at the request/reunion gates.
- Ensure that all staff are aware of and practice revised emergency procedures.
- Discuss changed/additional emergency actions during professional development and parent meetings.
- Consider communications, such as through Blackboard Connect, to share key details of the modified emergency plan with parents/guardians, including expectations at the request and reunion gates.
- Review with students the additional emergency actions they will need to take. If these measures are new to the emergency response process, teachers and support staff should monitor and support students as they follow these protocols to facilitate proper implementation

Additional Considerations

The following can facilitate the prevention and/or mitigation of outbreaks/pandemics.

Health Education Messages. Health education materials are critical because the impact and spread of a virus can be reduced or eliminated by training and education. Health education will also mitigate fear and reduce behavior or actions that will be disruptive to school activities. Education is also important as knowledge and mitigation strategies can change when dealing with a novel virus. As knowledge evolves, schools must ensure proper updates are followed and shared. Everyone at school should follow and help reinforce safe and healthy hygiene practices with students and the rest of their school community.

Alternative Use of District Buildings: School administrators and employees shall be aware that the LACDPH or other government entity may ask to use schools as Points of Distribution (PODs) in response to an outbreak. They may use a large room, such as the gym, to vaccinate or distribute medication to the community or they may use a school parking lot to distribute food or other basic necessities. In the event that LACDPH asks to use schools as PODs, OEM and the Region will work with site administration at selected sites to coordinate the activity. The Superintendent may also decide to use our own facilities to provide similar services to our school families and community.

Additional Responsibility of School Administrators: Administrators should prepare to facilitate the following, depending on the nature and scale of an outbreak/pandemic:

- Collection and submission of data on the numbers of students who are ill with a given disease.
- Visitation by LACDPH, which may visit schools to evaluate the implementation of Health Officer Orders and guidelines.

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They may use its emergency reporting platform, School Emergency Status Report (SESR) or other resources to help track and report staff and student attendance or other metrics. Schools must adhere to any temporary changes in attendance recording protocols to ensure proper reporting. During a pandemic, these systems can be used to help determine District absenteeism rates and inform decisions made by the District or Public Health Officer to strengthen, implement, maintain, or forecast protective measures.

7.13 Suicide Risk and Self-Injurious Behavior

Procedures for Responding to Students who Exhibit Suicidal Ideation/Behavior

For support and consultation, contact Student and Family Wellness Hotline at (213) 241-3840 Monday - Friday. See BUL-2637.4 Suicide Prevention, Intervention, and Postvention (Students) for more information.

In case of an emergency, call 911. For law enforcement and/or after-hours response, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.

A. Respond Immediately
   1. Report concerns or incidents directly to the administrator/designee and/or the Suicide/Threat Prevention Liaison (STPL) immediately or as soon as practically possible. For example, do not wait until the end of the day or leave a note, send an email, or leave a voicemail without ensuring that the message was received.
   2. Ensure that a staff member, not a student, accompanies the student sent to the office for an assessment.

B. Secure the Safety of the Student
   1. For immediate, emergency life-threatening situations, call 911.
   2. Supervise the student at all times. Ensure that the physical environment the student is in is free of any items/objects that could potentially be harmful, such as scissors, letter openers, staplers, pushpins, and pencil sharpeners.
   3. If appropriate and consistent with District guidelines, conduct an administrative search of the student, backpack, and locker to ensure there is no access to means, such as razor blades or pills.
   4. District employees should not transport students. Only LASPD, local law enforcement, or designated Department of Mental Health clinicians, including Psychiatric Mobile Response Team (PMRT) staff, are authorized to transport an individual for a psychiatric evaluation (5150/5585) if the current circumstances meet the criteria.
   5. If the school receives information that a student may pose a danger to self and/or others, but the student is not in attendance, contact LASPD or local law enforcement to conduct a welfare check to determine the safety and well-being of the student and others.

C. Assess for Suicide Risk
   1. The administrator/designee, crisis team member, or designated STPL should gather essential background information that will help assess the student's risk for suicide (e.g., what the student said or did, information that prompted concern or suspicion, copies of

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any concerning writings, drawings, text messages, social media, or previous iSTAR history).

2. The trained administrator/designee, crisis team member, or designated STPL should meet with the student to complete a risk assessment. Based on the information gathered and assessment of the student, the assessing party should collaborate with at least one other designated School Site Crisis Team member to determine the level of risk. See BUL-2637 Attachment B-Suicide Risk Assessment.
3. Any consultations made by the assessing party should be in a confidential setting and not in the presence of the student of concern. Another designated staff member should supervise the student at all times.
4. If the level of risk is determined to be moderate, if safe to do so, communicate with parent/guardian and gather additional information relevant to the risk factors.
   Note: The initial level of risk may change as a result of the information gathered. If needed, consult with Region School Mental Health Team or the Student and Family Wellness Hotline at (213) 241-3840 to determine next steps.
5. If the level of risk is determined to be high, contact LASPD (213) 625-6631 or PMRT (800) 854-7771 for an assessment and possible transport to a hospital for a mental health evaluation. Only one agency should be contacted for a response. Either agency is authorized to assess, determine if the current circumstances meet criteria for a hold, and transport an individual for a psychiatric evaluation (CA WIC 5150/5585), if needed.

The privacy of all students should be protected at ALL times. Disclose confidential information only on a right to know and need to know basis, and only the information necessary to protect the health and safety of the student/others.

D. Communicate with Parent/Guardian

The STPL or assessing party should contact the parent/guardian or consult the emergency card for an authorized third party. When communicating with parent/guardian:

1. Share concerns and provide recommendations for establishing safety in the home with “means restriction” (e.g., securing/removing firearms, medications, cleaning supplies, cutlery, and razor blades).
2. If the student has a custody arrangement, notify both parents/guardians unless the custody order indicates otherwise (e.g., stay away order, restraining order, limits on information provided).
3. If the student is transported to the hospital, communicate a plan for a re-entry meeting pursuant to BUL-2637 Attachment K – Student Re-Entry Guidelines. Complete and provide BUL-2637 Attachment I-Return to School Information for Parent/Guardian, which outlines steps to facilitate a positive transition back to school.
4. Provide school and/or local community mental health resources, including the nearest District Mental Health Clinic or Wellness Center. Students with private health insurance should be referred to their provider.
5. Facilitate contact with community agencies and follow-up to ensure access to services.
6. Provide a copy of BUL-2637 Attachment G-Suicide Prevention Awareness for Parents/Caregivers and/or Attachment H-Self-Injury Awareness for Parents/Caregivers.

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7. Obtain parent/guardian permission to communicate with outside mental health care providers regarding their child using BUL-2637 Attachment J-Parent/Guardian Authorization for Release/Exchange of Information.
8. If necessary, obtain parent/guardian consent to search using the template in BUL-2637 Attachment M-Parent/Guardian Consent to Search.

E. Determine Appropriate Action Plan

The assessing party should collaborate with at least one other designated School Site Crisis Team member to determine appropriate action(s) based on the level of risk. Refer to BUL-2637 Attachment B-Suicide Risk Assessment.

There are circumstances that might increase a student's suicide risk. Examples may include suspension, expulsion, relationship problems, significant loss, interpersonal conflict, or being identified as a student of a vulnerable population (see Section VI-Considerations for Supporting Vulnerable Student Populations). The action plan determined should be documented and managed by the school site administrator/designee. Actions may include:

1. Develop a safety plan. A safety plan is a prioritized list of coping strategies and resources that a student may use before, during, or after a suicidal crisis. See BUL-2637 Attachments D1–D4 for recommendations and templates for developing a student safety plan.
   a. Throughout the safety planning process, a collaborative problem-solving approach should be used to assess and address any potential barriers the student may have with following through with the safety plan.
   b. Review the developed safety plan with the parent/guardian, specifically the trusted adults identified as gatekeepers for support at school and at home/community. Discuss suitability of these adults, review BUL-2637 Attachment E-Adult Gatekeeper handout and inform parent/guardian that identified adults may receive Attachment E handout, as appropriate.
   c. Provide and review BUL-2637 Attachment E–Adult Gatekeeper handout with the identified trusted adults in school, as appropriate. Written parental consent is required to notify trusted adults identified on the student's safety plan from the home/community. Parents/guardians may consent by writing their initials on the consent line at the end of the signature section of the safety plan (see BUL-2637 Attachment D2 or D4, My Safety Plan).
   d. If the student enrolls in a new school, the safety plan should be reviewed with the new School Site Crisis Team to ensure continuity of care and appropriate updates/revisions, as needed.
2. Follow student re-entry guidelines. See BUL-2637 Attachment K-Student Re-entry Guidelines for a checklist of action items to consider and BUL-2637 Attachment L- Student Re-Entry/Safety Planning Meeting Sign-in Sheet to document participation in any meetings regarding the student.
   a. A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization (including psychiatric and drug or alcohol inpatient treatment), should have written permission by a licensed California health care provider to attend school, including any recommendations regarding physical activity. See BUL-2637 Attachment S-Suicide Risk Assessment FAQs.

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b. If the student is absent or out of school due to a mental health evaluation/hospitalization, the school site administrator/designee should hold a re-entry meeting with key support staff, parents/guardians, and student upon their return to facilitate a successful transition.
c. As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program (see BUL-5577 Counseling and Educationally Related Intensive Counseling Services [ERICS] for Students with Disabilities).

3. Mobilize a support system and provide resources. See Attachment R - Resource Guide.
   a. Connect student and family with social, school, and community supports.
   b. Refer the student to the nearest District Mental Health Clinic or Wellness Center, a community resource provider, or their health care provider for mental/physical health services.
4. Monitor and manage.
   a. The administrator/designee and/or STPL should monitor and manage the case as it develops and until it has been determined that the student no longer poses an immediate threat to self.
   b. If deemed appropriate/necessary, request consent from parent/guardian to conduct a search of the student, as needed. See BUL-2637 Attachment M-Parent/Guardian Consent to Search template.
   c. Maintain consistent communication with appropriate parties on a right to know and need to know basis.
   d. If the parent/guardian is not following the safety recommendations, a suspected child abuse report may be filed. See BUL-1347 Child Abuse and Neglect Reporting Requirements.

F. Important Considerations

The following are important to consider when intervening with youth who are exhibiting suicidal ideation/behavior:

1. When Certificated Staff Accompany a Student to the Hospital

   If LASPD, PMRT or other local law enforcement determines that the student will be transported to an emergency hospital/medical facility, the school site administrator should designate a certificated staff member to accompany the student if:
   a. The student requests the presence of a staff member.
   b. The school is unable to make contact with the parent/guardian.
   c. Parent/guardian is unavailable to meet the student at the hospital; or
   d. The school site administrator deems this is appropriate based on considerations such as age, developmental level, or pertinent historical student information.
2. Providing Information for a Psychiatric Evaluation

   If the student will be transported, the assessing party should complete BUL-2637 Attachment C2-Summary of Relevant Student Information, indicating summary of incident and pertinent historical information. A copy of this document should be provided to PMRT or law enforcement prior to transporting to a hospital emergency room. For information on how to complete Attachment C2, refer to BUL-2637 Attachment C1-Directions on How to Complete the Summary of Relevant Student Information.

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7. Threat and Hazard-Specific Annexes

G. Responding to Student Suicide Attempts

In case of a student suicide attempt, the health and safety of the student is paramount. The following are important steps to consider in these situations:

1. In-School Suicide Attempt

   In case of an in-school suicide attempt:

   a. Call 911, as appropriate.
   b. Render first aid until professional medical treatment and/or transportation can be received.
   c. Supervise the student to ensure their safety.
   d. Inform the school site administrator/designee and/or STPL immediately or as soon as practically possible.
   e. Clear the area by relocating nearby students and staff, as soon as practically possible.
   f. Inform the parent/guardian.
   g. Engage the STPL to ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student and others who might have been exposed or triggered by the incident.

2. Out-of-School Suicide Attempt

   In case of an out-of-school suicide attempt:

   a. If the student contacts a staff member and expresses suicidal ideation, the staff member should attempt to maintain contact with the student (either in person, online, or on the phone). Inform the school site administrator/designee and/or STPL immediately for support and guidance.
   b. Call 911, LASPD at (213) 625-6631, or local law enforcement to initiate a welfare check, as appropriate.
   c. Inform the parent/guardian.
   d. Engage the STPL to ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student.

H. Document All Actions

1. The administrator/designee shall maintain records and documentation of actions taken at the school by completing an incident report and RARD in iSTAR. For information on completing iSTARs with the issue type “Suicidal Behavior”, see BUL-2637 Attachment F1-Recommendations for RARD Completion.
2. When documenting in iSTAR, include the 10-digit student identification number for the student in the Persons Involved tab. Any previous reports involving the student will be displayed in this tab, which may influence additional safety and action planning.
3. If the student is assessed by a member of the School Site Crisis team who does not have reporting access to iSTAR, the School Site Crisis Team member should complete BUL-2637 Attachment F2-Risk Assessment Referral Data (RARD) and submit it to the school site administrator within 24 hours or by the end of the next school day, for submission on iSTAR. The RARD should not be mailed.
4. Notes, documents, and records related to the incident are confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student’s cumulative records.
5. If a student for whom a RARD has been completed transfers to a school within or outside the District, the transferring school may contact the receiving school to share information

and concerns, as appropriate, to the extent necessary to ensure the health and safety of the student. To ensure a continuity of care within the District, a safety plan with the new school's crisis team should be developed, as appropriate.

Procedures for Responding to Students who Self-Injure

Self-injury is the deliberate act of harming one's own body, through means such as cutting or burning. Self-injury is an unhealthy way to cope with emotional pain, intense anger, or frustration. Although this behavior often lacks suicidal intent, it can increase the risk of suicide because of the emotional problems that trigger self-injury. Therefore, students who engage in self-injurious behaviors should be assessed for suicide risk.

For definitions, the protocol for responding to students who self-injure, as well as information about contagion and other considerations, see BUL-2637 Attachment O-Intervention: Protocol for Responding to Students Who Self-Injure.

A. Signs and Symptoms of Self-Injury
   - Frequent or unexplained bruises, scars, cuts or burns.
   - Consistent, inappropriate use of clothing to conceal wounds (e.g., long sleeves or turtlenecks, especially in hot weather; bracelets to cover the wrists; not wanting to change for Physical Education).
   - Possession of sharp objects (e.g., razor blades, shards of glass, thumb tacks).
   - Evidence of self-injury in journals, drawings, social networking sites, etc.

B. Risk Factors of Self-Injury
   Although self-injury can affect individuals at any age, there are certain risk factors that may increase the chance of someone engaging in self-injurious behavior, including the following:
   - Age
     Most people who self-injure are teenagers and young adults. Self-injury often starts in the early teen years, when emotions are more volatile, and teens face increasing peer pressure, loneliness, and conflicts with parents/guardians or other authority figures.
   - Having friends who self-injure
     People who have friends who intentionally harm themselves are more likely to begin self-injuring, sometimes as a way to bonding with their peers.
   - Psychosocial factors
     Some people who injure themselves were neglected, abused, or experienced other traumatic events. They may have grown up and remain in an unstable family environment, or they may be young people questioning their personal identity or sexuality. Some people who self-injure are socially isolated.
   - Mental health issues
     People who self-injure are more likely to be highly self-critical and be poor problem-solvers. In addition, self-injury is commonly associated with certain mental disorders, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
   - Alcohol or drug abuse

People who harm themselves often do so while under the influence of alcohol or drugs.

C. Protocol for Responding to Self-Injury

1. Respond immediately or as soon as practically possible.
2. Supervise the student at all times.
3. Seek medical attention, as needed.
4. Conduct an administrative search of student for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
5. Assess for suicide risk using the protocols outlined in BUL-2637 Suicide Prevention, Intervention and Postvention (Students).
6. Communicate with and involve the parent/guardian so the self-injurious behavior can be addressed as soon as possible. Provide handout BUL-2637 Attachment H- Self-Injury Awareness for Parents/Caregivers. For handouts in additional languages, visit the SMH Self-Injury Resources webpage.
7. Encourage appropriate coping and problem-solving skills; do not shame the student about engaging in self-injury.
8. Listen calmly and with empathy; reacting in an angry, shocked, or shaming manner may increase self-injurious behaviors.
9. Develop a safety plan with the student. See BUL-2637 Attachment D1-D4-My Safety Plan.
10. Notify identified adults in the safety plan and provide BUL-2637 Attachment E-Adult Gatekeeper handout.
11. Provide resources. See BUL-2637 Attachment R-Resource Guide.
12. Document all actions in the RARD on iSTAR; include student identification number in the Persons Involved tab of iSTAR.

D. Self-Injury and Contagion

Self-injurious behaviors may be imitated by other students and can spread across grade levels, peer groups and schools. The following are guidelines for addressing self-injurious behaviors among a group of students:

1. Respond immediately or as soon as practically possible.
2. Respond individually to students but try to identify peers and friends who may also be engaging in self-injurious behaviors.
3. As students are identified, they should be supervised in separate locations.
4. Each student should be assessed for suicide risk individually using the protocol outlined in BUL-2637 Suicide Prevention, Intervention and Postvention (Students).
5. If the self-injurious behavior involves a group of students, the assessment of each student individually will often identify a student whose behaviors have influenced the behaviors of others in the group. The self-injurious behavior may be indicative of complex mental health issues of this student.
6. Consider making a mental health referral for students exhibiting self-injurious behaviors.

E. Other Considerations for Response to Self-Injury and Contagion

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The following are guidelines for how to respond as a school community when addressing self-injurious behaviors among a group of students:

1. Self-injury should be addressed with students individually and never in group settings, such as student assemblies, public announcements, school newspapers, or the classroom.
2. When self-injurious behaviors are impacting a larger school community, schools may respond by inviting parent/guardian to an informational parent meeting at the school. The meeting should be reserved for parents/guardians only. The administrator/designee may decide to invite all parents/guardians from the school community, as the meeting would provide psychoeducation, awareness, and tools for addressing self-injurious behaviors in youth. Limiting the invitations may inadvertently leave other parents/guardians feeling uninformed or concerned about their child. Arrangements should be made to supervise students and children during the parent/guardian meeting. See BUL-2637 Attachment N-Sample Letter to Parent/Guardian RE: Self-Injury.

Consult and work with the Region Public Information Officer (213) 241-6766 for dissemination of information regarding a parent/guardian meeting or other media matters, as needed.

7.14 Threat to Self/Others

For support and consultation, contact the Student and Family Wellness Hotline at (213) 241-3840 Monday-Friday. After hours, contact the Los Angeles School Police Department at (213) 625-6631**.**

This procedure applies if site personnel receive or have knowledge of a threat that may target an individual, a particular group or the entire school community. Such threats may be direct, indirect, verbal, non-verbal, written, or electronic, and may target an individual, a particular group on campus, the entire school, or the community. The school administrator should ensure that all threats are properly assessed, in accordance with the guidelines and protocols indicated in the District's BUL-5799 Threat Assessment and Management (Student-to-Student, Student-to-Adult) and BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult). Online training about threats is available on MyPLN in courses STEPS 208 and 408.

Protocol for Responding to Threats of School Violence

A threat assessment should be conducted when there is a direct, clear, and plausible threat of serious physical violence toward another person or District site. Additionally, a threat assessment could be conducted if the totality of the circumstances warrants an assessment. In general, to evaluate a threat, the team should have as many details as possible about the person of concern, including baseline behavior, worrisome behaviors, threats made, and relevant past behaviors. For example, information gathered can include specific details about the thoughts and planning of a specific threat. A lack of specific details may indicate that little thought has gone into the threat and the threat maker is just venting frustration or trying to frighten people. A threat that contains specific details about targets, weapons, locations, and motivation is much more likely to be carried out. The more detail contained in a threat, the more thought may have gone into the planning.

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7. Threat and Hazard-Specific Annexes

The primary purpose of a threat assessment is to determine if a person(s) of concern poses a risk of violence to the target(s) they have threatened. The following are general protocols and procedures for the administrator/designee to respond to any reports of school violence or threats in schools, at District and school-related activities, and in areas within the District's jurisdiction. For an abbreviated version of the protocol outlined below, see Supplemental Tool A1-Protocol for Responding to Threats of School Violence.

There are four stages for the threat assessment and management process that an administrator/designee should follow:

- Stage I: Immediate Risk Reducing Interventions
- Stage II: Information Gathering
- Stage III: Multidisciplinary Threat Assessment Team Meeting
- Stage IV: Implementing Action Plan

Within each stage, the urgency of the situation may dictate the order in which the subsequent protocols are followed and necessary.

STAGE I: IMMEDIATE RISK REDUCING INTERVENTIONS

A. Secure Campus/Office Safety

1. For immediate, emergency life-threatening situations, call 911.
2. Call LASPD (213) 625-6631 or local law enforcement for assistance at the school site or school related activity. An initial interview by law enforcement is not a substitute for a multidisciplinary threat assessment team meeting.
3. Secure site and/or implement lockdown, if necessary.
4. If appropriate, notify relevant offices (e.g., Region, SMH, Student Discipline and Expulsion Support Unit) and parents/guardians, as soon as practically possible.

B. In Case of an Incident of School Violence

1. Call 911.
2. Render first aid until professional medical treatment and/or transportation can be received.
3. Supervise the student(s) to ensure their safety.
4. Inform the school site administrator/designee and/or the Suicide/Threat Prevention Liaison (STPL) immediately or as soon as practically possible.
5. Evacuate the area by relocating nearby students and staff, as soon as practically possible.
6. Notify appropriate offices (e.g., Region, SMH, Student Discipline and Expulsion Support Unit) and parents/guardians, as soon as practically possible.
7. Engage the School Site Crisis Team and STPL to determine and implement the appropriate postvention response, action plan, safety plan, and reentry guidelines to ensure the safety and well-being of the student and others who might have been affected by the incident.

STAGE II: INFORMATION GATHERING

An individual's behaviors and emotional state can be influenced by a number of factors, including triggers, attack related behaviors, relationship dynamics, protective factors, and risk

factors. Therefore, to effectively evaluate a threat, the multidisciplinary threat assessment team should have as much past and present information about the person of concern, as well as details regarding the threat or incident.

A. Gather Relevant Information

Review all school records and other relevant information listed in Supplemental Tool B1-Information Gathering Checklist. If documents or information are missing or unknown, an effort should be made to gain access to the information.

B. Interview Relevant Parties

Interview all relevant parties separately. The administrator/designee or designated STPL should gather essential information from multiple sources, including one or more school staff members who have direct knowledge of the threat and/or relevant knowledge of the student.

The following supplemental tools may be utilized to interview all relevant parties:

- Supplemental Tool B2 – Student Interview
- Supplemental Tool B3 – Witness/Target Interview
- Supplemental Tool B4 – Teacher/Staff Interview/Questionnaire
- Supplemental Tool B5 – Parent/Guardian Interview

All interviews, information gathered, and consultations for support made by the assessing parties should be done in a confidential setting and not in the presence of any student. Another designated staff member should supervise the involved student, as needed. In addition to the interviews mentioned above, written statements may be gathered, but are not required.

If an intended target is identified during any of the interviews, if appropriate, make sure to warn the intended target of the threat and/or take reasonable steps to protect the threatened individual in the educational setting.

- If the targeted individual is a student, take appropriate steps to inform the parent/guardian.
- If the targeted individual is an adult, take appropriate steps to inform them of the threat.
- Consult with Region Operations and law enforcement, as needed.

C. Additional Considerations

The following are important to consider when intervening with youth who are exhibiting warning signs that they may be on a pathway towards violence:

1. **When Certificated Staff Accompany a Student to the Hospital**

If LASPD, PMRT or other local law enforcement determines that the student will be transported to an emergency hospital/medical facility, the school site administrator may designate a certificated staff member to accompany the student if:

a. The student requests the presence of a staff member.

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b. The school is unable to make contact with the parent/guardian.
c. Parent/guardian is unavailable to meet the student at the hospital; or
d. The school site administrator deems this is appropriate based on considerations such as age, developmental level, or pertinent historical student information.

2. **Providing Information for a Psychiatric Evaluation**

If the student will be transported, the assessing party should complete Supplemental Tool C2 – Summary of Relevant Student Information, indicating summary of incident and pertinent historical information. A copy of this document should be provided to PMRT or law enforcement prior to transporting to a hospital emergency room. For guidelines on how to complete Supplemental Tool C2, refer to Supplemental Tool C1-How to Complete the Summary of Relevant Student Information.

The privacy of all students should be protected at all times. School offcials may disclose confidential information only on a need-to-know basis, and only disclose the information necessary to protect the health and safety of the student/others.

STAGE III: MULTIDISCIPLINARY THREAT ASSESSMENT TEAM MEETING

A. Identify Multidisciplinary Threat Assessment Team Members

An effective threat assessment team ensures communication among all stakeholders. It is important to include individuals that have information and knowledge of the incident/case being reviewed. A multidisciplinary threat assessment team may include, but is not limited to:

- Administrator/Designee
- STPL Suicide/Threat Prevent Liaison
- Behavioral Health Professional (e.g., PSW, PSA, School Psychologist, School Counselor, Nurse, SSS Counselor)
- LASPD Officer/Law Enforcement

Some optional members might also include:

- Region Operations Coordinator
- Teacher
- Nurse
- After-school staff
- SHHS staff
- Special Education staff (e.g., Least Restrictive Environment Specialist, Behavior Support)
- Office of General Counsel
- Community agency (e.g., Department of Children and Family Services, mental health, private therapist), as deemed appropriate by the administrator/designee

The person of concern, the targeted individual, and/or parent/guardian are not part of the multidisciplinary threat assessment team meeting.

B. Multidisciplinary Threat Assessment Team Meeting

1. Prepare for the meeting

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7. Threat and Hazard-Specific Annexes

a. Compile information gathered from the checklist and interviews (included in Supplemental Tools B1-B5) for the team to review the history and current status of the person of concern.
b. Make copies of Supplemental Tool D1 – School Violence Threat Assessment Checklist to share with each participant.
c. Allow sufficient time (e.g., 2 hours) to review the case and develop an action plan as a team.

2. Convene the meeting
a. Sign In – Use sign-in sheet template Supplemental Tool D4 –Multidisciplinary Threat Assessment Team Meeting Sign-in Sheet.
b. Introductions – Indicate name, position, department, and relation to the person of concern.
c. Identify Action Plan Note Taker - Use notes template Supplemental Tool D2 – Multidisciplinary Threat Assessment Team Meeting Action Plan.
d. Review Incident – Provide a summary of the incident that initiated the Threat Assessment Team (TAM) process.
e. Review History and Information Gathered – Review all information gathered, including interviews and relevant history/past behavior of the person of concern.
f. Determine Level of Risk - Based on all information obtained, review Supplemental Tool B6 – Threat/Risk Assessment Levels, Indicators, and Action Plan Options to determine the level of risk as a team (information also in Supplemental Tool D1).
- No Known Current Risk - indicates that there is no evidence of homicidal/suicidal ideation at this time.
- Low Risk – indicates the person of concern is at little risk for school violence.
- Moderate Risk – indicates the person of concern is at an elevated risk for school violence.
- High Risk – indicates the person of concern is at high or imminent risk for violence, and immediate intervention is required to prevent an act of school violence from occurring.

g. Action Plan – Using Supplemental Tool D2 – Multidisciplinary Threat Assessment Team Meeting Action Plan identify past action taken, immediate action, and long-term action, including responsible parties for each action step identified.
- The action plan should be consistent with the level of risk determined by the team.
- The action plan should be managed by the school site administrator/designee.
- Any action items listed should be completed within the identified timeline.
- It is important to note that all levels of risk, including No Known Current Risk, has recommended action steps.
- See Supplemental Tool B6 – Threat/Risk Assessment Levels, Indicators and Action Plan Options for appropriate actions and considerations by risk level.

C. <u>Additional Considerations</u>

1. Disciplinary Action
Contact Student Discipline and Expulsion Support Unit to discuss procedures for discipline and/or intervention.

2. Suspected Child Abuse or Neglect

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Report the incident to the appropriate child protective services agency, following BUL-1347 Child Abuse and Neglect Reporting Requirements if child abuse or neglect by a parent/guardian is suspected. For example:

- contacting the parent/guardian regarding the suicidal/homicidal ideation/behavior may escalate the student's current level of risk
- the parent/guardian is contacted and unwilling to respond
- the parent/guardian refuses treatment for the student of concern
- the parent/guardian is unable to safeguard the student
- the student has access to weapons
- when additional minors are in the home and therefore may be at risk

The report should include information about any concerning homicidal/suicidal ideations or behaviors exhibited by the student. The reporting party should follow instructions provided by the child protective services agency personnel.

3. Duty to Protect
   Mental health professionals have a "duty to protect" a potential victim of serious threat of physical violence and to notify the police (CA CC § 43.92).
4. Criminal Threat (as determined by LASPD or local law enforcement)
   The target may call LASPD or local law enforcement to file a criminal complaint.

STAGE IV: IMPLEMENTING ACTION PLAN

In general, and when appropriate, meet with parents/guardians, as well as all involved students to discuss actions taken, action plan items, safety plan for student, and reentry. Meetings should be conducted separately for each involved party and their parent/guardian (see Supplemental Tool E – Safety Planning and Reentry). Consider the following options when developing a student safety plan and conducting a reentry meeting:

A. Student Safety Planning
   1. Throughout the safety planning process, a collaborative problem-solving approach should be used to assess and address any potential barriers the student may have with following through with the safety plan.
   2. Review the developed safety plan with the parent/guardian, specifically the trusted adults identified as gatekeepers for support at school and at home/community. Discuss suitability of these adults, review Supplemental Tool F3 – Adult Gatekeeper for School Safety handout, and inform parent/guardian that identified adults may receive Supplemental Tool F3 handout, as appropriate.
   3. Provide and review Supplemental Tool F3 – Adult Gatekeeper for School Safety handout with the identified trusted adults in school, as appropriate. Written parental consent is required to notify trusted adults identified from the home/community on the student's safety plan. Parents/guardians may consent by writing their initials on the consent line at the end of the signature section of the safety plan (see Supplemental Tool E2 or E4, Student Safety Plan).

B. Student Reentry Meeting
   1. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a

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reentry meeting with key support staff, parents, and student to facilitate a successful transition. See Supplemental Tool E6 - Student Reentry Guidelines for a checklist of action items to consider.

2. It is strongly encouraged that written permission by the health care provider be obtained for a student following hospitalization, including psychiatric and drug or alcohol inpatient treatment, prior to returning to school.
3. If the person of concern and/or target transfers or matriculates to another school and an immediate threat to self or others remains, follow the guidelines in BUL-3927 Mandated Reporting of Certain Student Behavior.

C. Provide Resources

1. Provide parents/guardians, staff, and witnesses the appropriate handouts (see Supplemental Tools F1-F4).
2. Provide Supplemental Tool F5 – Resource Guide to parents/guardians and staff, as needed.

D. Document Actions

1. Notes, Documents, and Records
   a. The administrator/designee action plan notes taken during the threat assessment meeting are for use by L.A. Unified attorneys unless stated otherwise in this bulletin. No copies of the action plan notes shall be furnished to anyone including employees, students, or parents without permission from the Office of General Counsel. Supplemental Tool D2 – Multidisciplinary Threat Assessment Team Meeting Action Plan should be used to document the action plan during a threat assessment meeting.
   b. Notes, documents, and records related to the incident are considered confidential information. These notes should be kept in a confidential file separate and apart from the student's cumulative records.
2. Documenting in iSTAR
   a. The administrator/designee shall maintain records and documentation of actions taken at the school by completing an incident report and RARD in iSTAR. For information on completing an iSTAR with the issue type Threat and Suicidal Risk, see Supplemental Tool G1 – Completing the RARD on iSTAR.
   b. Do not upload Supplemental Tool D1 – School Violence Threat Assessment Checklist and Supplemental Tool D2 –Multidisciplinary Threat Assessment Team Meeting Action Plan or any other follow-up meeting notes in iSTAR.
   c. When documenting in iSTAR, include the 10-digit student identification number for the student in the Persons Involved tab. Any previous reports involving the student will be displayed in this tab, which may influence additional safety and action planning.

If the student is assessed by a member of the School Site Crisis team who does not have reporting access to iSTAR, the School Site Crisis team member should complete Supplemental Tool G2 – RARD and submit it to the school site administrator within 24 hours or by the end of the next school day, for submission on iSTAR. The RARD should not be mailed.

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7.15 Tsunami

A tsunami is a series of ocean waves that sends surges of water onto land. Waves sometimes reach heights of over 100 feet and can cause great destruction. Tsunamis are typically caused by large, undersea earthquakes, but may also be caused by underwater landslides or volcanic eruptions. Shaking events can generate a tsunami in the area where the shaking occurred with little warning time, or thousands of miles away, with several hours of warning time.

These procedures should be followed by the designated schools near the ocean or on field trips to or near the beach or when a distant or local shaking event has occurred and generated a tsunami. Schools located inside the known tsunami inundation area have a Tsunami Annex for their ISSP. All of the identified schools have been issued weather alert radios that send out tsunami advisories from the National Oceanic and Atmospheric Administration (NOAA). Information is available in the LAUSD REF 5435 NOAA Weather Radio All-Hazards Alerts.

Tsunami Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, Evacuate Building, or Relocation. If on a field trip, this duty is a responsibility of the lead teacher or administrator in charge of the field trip. The specific action will depend on how close the school is to the ocean, and how much time there is to act.
2. The Incident Commander or school Public Information Officer will monitor local news outlets for information such as evacuation notices and initiate further actions as appropriate. Schools in the Tsunami Inundation Zone have a NOAA weather alert radio with battery back-up in the Main Office.
3. If the Incident Commander issues the Evacuate Building or Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the area identified in the school's tsunami annex. The evacuation destination for a field trip should be to land that is at least 100 feet above sea level. Evacuees should stay away from coastal and low-lying areas. Waves may continue for several hours and travel several times faster than walking, running, or driving.
4. In the event of an evacuation, teachers will take students rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
5. The Incident Commander will notify School Police at (213) 625-6631 and the Region Administrator of Operations and/or Operations Coordinator of the incident. Region staff will inform the Region Public Information Officer of the situation.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

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* The above procedures are also followed for field trips on or near the beach if there is a threat of a tsunami.

7.16 Utility Failure

A utility failure is a situation involving a loss of water, power, or other utilities on school grounds.

7.16.1 General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to Section 7.10 Explosion/Risk of Explosion on School Property.
3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, or Evacuate Building.
4. The Incident Commander will notify the Area Maintenance and Operations (during business hours) or School Police at (213) 625-6631 (at all other days/hours) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. Area Maintenance personnel, working with the Incident Commander, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the loss of utility service.
7. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
8. The Incident Commander will notify and update parents via Blackboard Connect.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

7.16.2 Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many issues can be easily solved if the school has adequate emergency supplies:

1. **Bathrooms** - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the “flush.” Water stored in

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emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5-gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets and toilets lined with plastic bags generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs.

Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and should be stored with the other emergency supplies.

If portable toilets are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible toilets for students with specific needs. Mark at least two of the portable toilets for faculty use.

2. **Cafeteria** - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.

3. **Drinking Water** - Drinking water can be addressed in many ways. Students will usually have milk and juice with their lunches, which will provide hydration. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often the utility provider or Maintenance and Operations will obtain bottled water for the school.

   If schools are using water from the emergency water barrels, they must re-chlorinate the water 30 minutes before it is made available for consumption. Details are available in the REF-5451 School Site Emergency/Disaster Supplies.

4. **Fire Suppression** - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. For complete and specific instructions, please see REF-1909 Procedures for Fire Protection Systems. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the fire department and alert and evacuate the building occupants. The fire department and the Office of Environmental Health and Safety at (213) 241-3199 must be notified. Logs must be kept, documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

   - Los Angeles City Fire Department (Valley) (818) 728-9922
   - Los Angeles City Fire Department (Los Angeles) (213) 978-3800
   - Los Angeles County Fire Department (323) 881-2455

Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure they followed the Fire Code.

5. **Other Concerns** - At secondary schools, there may be a request to use the showers, which cannot be accommodated. The nurse may also ask for water to wash hands. They may be able to use waterless hand cleaner, but they will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for the nurse to use at the sink in the Health Office or provide bottled water.

7.16.3 Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. **Lights** - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to instruction; it is common practice for students to remain in classrooms during a power outage.

   Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning.

   Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs. Generators and rechargeable portable power stations are also used to supplement battery-powered medical devices for students with special needs.

   In a prolonged power outage, the Maintenance and Operations Branch provides a generator to power the cafeteria. The cafeteria has food that needs to be kept at specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer.

2. **Students on Ventilators** - The students who use ventilators are provided with a small, portable generator rechargeable portable power stations to keep the ventilator battery charged during a power outage. Typically, these students are dependent on medical devices to live. Schools that have students who use ventilators and do NOT have a generator should immediately contact the Office of Emergency Management at 213-241-5337.
3. **Fire Alarms and Suppression Systems** - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. For complete and specific

instructions, see REF-1909 Procedures for Fire Protection Systems. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, and be able to notify the fire department, and alert and evacuate the building occupants.

The fire department and the Office of Environmental Health and Safety at (213) 241-3199 must be notified. Logs must document who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

- Los Angeles City Fire Department (Valley) (818) 728-9922
- Los Angeles City Fire Department (Los Angeles) (213) 978-3800
- Los Angeles County Fire Department (323) 881-2455

Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure that they abided by the Fire Code.

4. **Food Service** - The cafeteria staff may not be able to heat food without electricity. If the loss of power is expected to last through Nutrition or Lunch or other meals provided at school, immediately contact your Cafeteria Manager and your Area Food Services Supervisor. They can arrange for food to be brought in from an off-site location. In a prolonged power outage, the Maintenance and Operations Branch will provide a generator to power the cafeteria. The cafeteria has food that needs to be kept specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer.

7.16.4 Loss of Communications Procedures

Schools regularly communicate with staff, parents, and other schools/offices using a variety of methods. Back up methods of communicating must be identified for each system in case a primary communication system is not functioning. Communications systems may be inoperable or have intermittent service due to an issue that impacts only that system, result from an emergency or disaster that causes an outage of communications, or due to system overload when too many people try to use a system following a disaster. During some types of large emergencies/disasters, multiple communications systems may be down or unreliable.

A best practice is to send important communications by multiple methods (for example a voice message and a text or a newsletter that is emailed to parents and a hard copy sent home with students). It is essential to use multiple communications methods during a disaster to increase the likelihood that critical information is successfully received. The table below identifies some methods of communications commonly used by schools and which can be incorporated in a school's plan for loss of communication.

During a disaster, phone line and other communications systems use should be limited to essential information to minimize system congestion. Internet service and other data storage

systems may also be unavailable during a disaster. Schools should maintain a list of key contacts downloaded onto devices and multiple copies of printed contact lists in the School Emergency Response Box.

Common School Communications Methods:

Communication Method	Information Types
Landline telephone	Live voice calls; recorded voice messages
Email	Written messages; digital print materials
Public address system	Live voice broadcast information to campus groups
Two-way radio	Live voice information to select campus group; emergency communications between designated schools and with LASPD; see the Emergency Radio Communications Reporting Tree for more details
Bull horn	Live voice information to campus group
Printed materials	Distributed in person
Runners/messengers	Live messages or distribution of printed materials
Cell phones	Live voice calls; recorded voice messages; text messages
LAUSD and school websites	Schedules and digital materials including policy, protocol, and other information
Blackboard Connect	Automated outbound voice messaging, email, or text messaging to larger distribution groups
Social media	Written messages; digital print materials

Additional considerations for communications methods:

1. **Phone Systems** - School PBX phone systems have a battery back-up because they run on computers. This allows the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside analog phone line that does not go through the PBX. If the PBX system fails, the fax line will still work, and schools should keep a single-line phone handset that can be plugged into this line during a loss of power or loss of phone lines. In the event of a major disaster such as an earthquake, these phone lines have been listed with the phone company as “essential service lines” and will be restored first.

   If a school must relocate off campus during an emergency, it can forward the main school number to an administrator’s cell phone if possible. This will allow the school to still receive incoming calls from the school’s landline phone.

   An increasing number of schools have telephones that operate using Voice Over Internet Protocol (VOIP) systems. These phones, and other equipment that uses VOIP, may not function during a loss of internet service.

   Additionally, schools may be able to use cloud-based telephone services using Amazon Connect, provided by the District. This allows the District to set up or forward critical phone numbers, including our schools’, to the cloud in the event of a local emergency or

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service disruption. School staff can take Amazon Connect calls from anywhere in the world using a computer or Chromebook with an internet service.

2. **Blackboard Connect Mass Notification** - The Blackboard Connect mass notification system is capable of sending voice, email and text messages during normal school operations. When a school experiences a loss of communication systems such as phones/internet, communications can still be sent through Blackboard Connect.

   If only an internet connection is available, a Blackboard message can be created and sent. Email and text messages can be added to the message following the normal procedures. If a voice message is also desired, two options are available. The first is to utilize the text-to-speech function and to enter the script for the message into Blackboard. The system will then read the script when the message is delivered. This can be done for any of the languages. The second option is to record the audio message and to upload the file into the Blackboard message. If the audio can be recorded directly onto the device being used to setup the message (computer or smartphone), this will eliminate the need to transfer the audio file to a second device (e.g., recording the message on a smartphone and setting up the message on a computer requires that the audio file be transferred to the computer [via email or text]). Blackboard messages can be set up on a Smartphone with internet connectivity using the phone's browser (www.blackboardconnect.com).

   If no internet connection is available but access to any phone is available, a message can be sent out using the Blackboard Dial-In Messaging Card. Each Blackboard Connect user account has the option to create a Dial-In Messaging Card with PIN security (Visit https://bbc.lausd.net and click on the "Dial-In Messaging Tutorial" FAQ for instructions on using the Dial-In Messaging Card).

3. **Two-Way Radios (Internal School Communications and External Emergency Communications)** - Each school has a two-way radio system that allows the school to communicate with people on that campus for daily, ongoing critical communications, and during emergencies with a neighboring campus, and directly or indirectly with School Police. Systemwide failure of the radio network is possible, but less likely to fail in an emergency than landline or cellular phones. The radios are battery powered and will still operate during a power outage or when phone systems are down. As long as the radio batteries are charged and working, schools will be able to communicate within their campus or to a nearby campus or with School Police. Schools should keep extra radio batteries, a spare radio charger and a portable power pack with the school's emergency equipment.

   Plan for a Loss of Water:
   Toilets: Waste baskets lined with trash liners. Toilet paper rolls
   Drinking Water: Emergency water barrels located in emergency bin .
   Food Service: 1 1/2 days of food in cafeteria. Crackers and peanut butter in emergency bin .

Fire Suppression System (if applicable): Fire extinguishers are transported to the emergency assembly area by electric cart.

Plan for a Loss of Electricity:
Ventilation: We have an emergency generators
Electric Lights: 2 halogen lights

Plan for a Loss of Natural Gas:
Food Service: 1 1/2 days of food in cafeteria. Crackers and peanut butter in emergency bin.

Plan for a Loss of Communication:
Telephone Service: Staff cell phones
Intercom: PA system

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7.17 Weather

Schools may implement general inclement weather procedures during heavy rain, flooding, hail, or high winds. More information is available in REF-5706 School Procedures During Inclement Weather, REF-5435 NOAA Weather Radio All-Hazards Alerts, and BUL-963 Guidelines for Preventing Heat Stress.

7.17.1 General Inclement Weather Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency actions which may include Indoor Activities Schedule, Shelter in Place, Evacuate Building, or Relocation. NOTE: Inclement weather may block or impact routes to/from school and may necessitate an off-site evacuation even if the school itself is relatively unaffected. The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and District-Wide Emergency Exercises.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will describe the nature and extent of the incident.
3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the emergency situation. Region personnel will call the Office of Communications with information on the situation.
4. The Incident Commander will direct the Security/Utilities Team or other available staff to secure any lightweight, unstable, or fragile items on campus and bring indoors any equipment that may become damaged by weather conditions.
5. The Incident Commander or school Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
6. If the Incident Commander issues the Evacuate Building or Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
8. The Triage Team will monitor students who were exposed to adverse weather conditions (such as extreme cold, heat, or rain) as necessary.
9. The Planning and Intelligence Team will consider the impact of weather (including travel) on field trips and extracurricular activities and advise the Incident Commander if activities should be curtailed.
10. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
11. The Incident Commander will notify and update parents via Blackboard Connect.

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12. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.17.2 Rain Procedures

Rain can cause sudden or gradual flooding, impede driving conditions, and/or be accompanied by lightning. Before every rainy season, school plant managers should be reminded to:

- Check all ground-level drains and drainage areas to make sure they are free of debris and work properly. Clogged drains should be reported for repair since they can cause flooding and building damage.
- Inspect roof scuppers and drains to make sure they work properly.
- Request sandbags and plastic sheeting from the operational area that can be used to divert water away from doors.

Flood/Flash Flood

A Flash Flood may accompany rain or may appear suddenly as a result of storm conditions elsewhere in Southern California and may impede driving.

Hail

Hail can damage buildings and equipment, possibly injure students or adults (depending on the size of the hailstones) and may be accompanied by unusually cold weather.

Landslide/Debris Flow

Landslides can be caused by a variety of factors including earthquakes, storms, fire, and by human modification of land. Landslides can occur quickly, often with little notice. In a landslide, masses of rock, earth, or debris move down a slope.

Debris and mud flows are rivers of rock, earth, and other debris saturated with water and develop when water rapidly accumulates in the ground, during heavy rainfall or rapid snowmelt. They can flow rapidly, striking with little or no warning, and may travel several miles from their source, growing in size as they pick up trees, boulders, cars, and other materials.

Thunder/Lightning

All thunderstorms produce lightning and are dangerous. Stop all outdoor activities and move activities indoors if you hear thunder or see lightning. Wait 30 minutes after the storm to resume outdoor activities.

Wind

High winds can create power outages, knock down trees and utility lines, and remove exterior building materials (such as gutters and shingles). Caution should be taken in areas where pop-up canopies, dining table umbrellas, tree branches or other objects may become airborne and exposed to wind damage. Students and staff should be kept away from these areas while high winds are present.

7.17.3 Funnel Clouds/Tornado Procedures

Funnel clouds and tornadoes are possible in the Los Angeles area. If a funnel cloud is sighted or a tornado warning is issued, immediately move all students indoors. Basements offer the best protection. Schools without basements should use interior rooms and hallways on the lowest floor, away from windows and other sources of glass. Rooms with large roof spans (e.g., gymnasiums, cafeterias, and auditoriums) offer little or no protection from tornado-strength winds. Students should sit facing an interior wall, elbows to knees, with hands over the back of their heads, and remain in position until an all-clear is sounded.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency function, Shelter in Place.
2. The Incident Commander makes the following announcement over the PA system or an alternate method of communication: “Your attention please. We are implementing an Indoor Activities Schedule, due to severe weather. Students and staff are to remain inside the building away from windows. Sit on the floor, face the wall, and protect your head with your arms. All students and staff that are outdoors are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.” NOTE: The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and District-Wide Emergency Exercises.
3. If indoors, teachers will keep students in the classroom until further instructions are given.
4. If outdoors, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office with the number and names of students in the room with them.
5. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will describe the nature and extent of the incident.
6. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the emergency situation. Region personnel will call the Region Public Information Officer with information on the situation.
7. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
8. Teachers will take attendance to account for students and notify the office of missing students.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will initiate a Relocation if warranted by changes in conditions.

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12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.17.4 Heat Procedures

The intensity of exercise activities must be limited or modified whenever the Heat Index is above 95°. Details are available in BUL-963 Guidelines for Preventing Heat Stress. A useful resource that calculates the heat index and offers heat safety tips is the OSHA smartphone app, the OSHA Heat Safety Tool. For information specifically geared towards employees, the California Division of Occupational Safety and Health provides a website with valuable information to help protect employees from heat-related illnesses at http://www.dir.ca.gov/DOSH/HeatIllnessInfo.html.

Modifying Athletic Activities During Excessive Heat

During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports:

- Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged.
- Staff and all personnel supervising physical activities, including Youth Services personnel, should observe students during activity periods and modify activities. Students known to have health problems should be closely observed and their activity modified or restricted.

Strategies for Preventing Heat Stress During the School Day

- A “cool room” should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the “cool room” should be available for use at all times during the school day.
- Hold events indoors with air conditioning when possible. Shade should be made available in outdoor areas.
- Use current medical health history to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:
  - Students with history of previous heat illness
  - Students with current illnesses and/or health sensitive medical conditions
  - Students who have experienced recent injuries

7.17.5 National Weather Service Hazardous Weather Alert Definitions and Procedures

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets. More information is available in the REF-5435 NOAA Weather Radio All-Hazards Alerts and at http://achieve.lausd.net/noaa.

Watch - when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. A “watch” is intended to provide enough lead-time to set

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emergency plans in motion. A watch means that hazardous weather is possible, and schools need to listen for later information and possible warnings. If a weather watch is issued, schools in the affected area should:

- Review the ISSP and confirm staff assignments for emergency positions
- Consider if field trips and extracurricular activities should be adjusted/cancelled
- Review Blackboard Connect emergency contact lists for staff and students
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Inspect the campus for conditions that could cause damage

Advisory - issued when a hazardous weather event is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience. If caution is not exercised, conditions could lead to situations that may threaten life or property. If a weather advisory is issued, schools in the affected area should:

- Review the ISSP
- Check emergency supplies
- Consider if extracurricular activities, field trips, and after-school programs should be adjusted/cancelled
- Plan for a modified activity schedule
- Move outdoor equipment out of harm's way
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Check school site for hazards and exposures that can be mitigated
- Send a Blackboard Connect message if extracurricular activities may be impacted

Warning - issued when a hazardous weather event is occurring, imminent or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action. If a weather warning is issued, schools in the affected area should:

- Activate ISSP
- Stage emergency supplies in a location protected from weather
- Send Blackboard Connect message, update school website, and school social media accounts to notify parents
- Notify Region Operations of actions
- Take proactive steps to protect students and staff
- Cancel activities, field trips, and after-school programs if expedient to do so

8. Appendices

Contacts

NAME	PHONE
Air Quality Management District	(909) 396-2000
American Red Cross Public Information	(310) 445-9900
Animal Services – L.A. City	(888) 452-7381
Blackboard Connect Client Care	(866) 435-7684
Building Inspection – L.A. City	(888) 524-2845
Bus Dispatch - LAUSD	(213) 580-2900
Cal Trans Road Closures	(800) 427-7623
California Highway Patrol	(800) 835-5347
Department of Mental Health ACCESS – L.A. County	(800) 854-7771
Department of Public Health – L.A. County	(213) 240-8117
Department of Transportation (LADOT) - Traffic Signals LA City	(213) 485-4181
Department of Transportation (LADOT) - Traffic Signals LA City VALLEY	(818) 752-5100
Department of Water and Power (DWP) – L.A. City	(800) 342-5397
District Nursing - LAUSD	(213) 202-7580
District Operations - LAUSD	(213) 241-5337
Fire and Medical Emergencies	911
Health Services – L.A. County	(800) 427-8700
Information Line - L.A. City	311
Information Line – L.A. County	211
LASPD School Police Watch Commander - LAUSD	(213) 625-6631
Region East - LAUSD	(323) 224-3100
Region North - LAUSD	(818) 654-3600
Region South - LAUSD	(310) 354-3400
Region West - LAUSD	(310) 914-2100
Office of Communications - LAUSD	(213) 241-6766
Office of Emergency Management - LAUSD	(213) 241-3889
Office of Environmental Health & Safety - LAUSD	(213) 241-3199
Park Rangers Hotline – L.A. City	(323) 644-6661
Recreation and Parks – L.A. City	(213) 978-4670
Sanitation: Refuse Collection – L.A. City	(800) 773-2489
Sanitation: Sewer – L.A. City	(213) 485-7575
Sanitation: Storm Drain/Stormwater Hotline L.A. City	(800) 974-9794
School Mental Health - LAUSD	(213) 241-3841

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Sewer Maintenance – L.A. County (Non-L.A. City)	(800) 675-4357
Southern California Edison - Non-L.A. City	(800) 611-1911
Southern California Gas Company	(800) 427-2200
Storm Damage/Mud Slide Reports – L.A. City	311
Street Lighting – L.A. City	311
Student Health and Human Services- LAUSD	(213) 241-3840
Student Medical Services - LAUSD	(213) 202-7584

8. Appendices

Hospitals (Nearest Pediatric Emergency Room [Up to Age 20])

Name: Brotman Medical Center
Address: 3828 Delmas Terrace
City and Zip: Culver City, CA 90232
Phone: (310) 836-7001

Nearest Pediatric Emergency Room Backup (up to age 20):
Name:
Address:
City and Zip: , CA
Phone:

8. Appendices

School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency.

TITLE	NAME	WORK NUMBER
Principal	BELL-MCALISTER, TASHA	(323) 290-6300
Assistant Principal 1	ANKERS, ANNE	(310) 235-4641
Assistant Principal 2	LOPEZ, OSCAR	(213) 745-1952
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	ALTON, NATALIA	(310) 235-4622
Cafeteria Manager	ANAM, TAHARA	(310) 235-4675
Financial Manager	SHAH, FAISAL	(310) 291-0710
Plant Manager	FORD, TIMOTHY	(323) 277-2600
Custodian	FORD, TIMOTHY	(323) 277-2600
Custodian Closest to Site	FORD, TIMOTHY	(323) 277-2600
First Person on Campus in AM	FORD, TIMOTHY	(323) 277-2600
Last Person on Campus in PM	FORD, TIMOTHY	(323) 277-2600

8. Appendices

Charter School Emergency Contacts Chart - CITIZENS OF THE WORLD MAR VISTA

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:		
Title/Role	**Name**	**Work Number**
Principal	LOPEZ, OSCAR	(310) 235-4686
Assistant Principal 1	BAKER, ERIN	(424) 248-0544
Assistant Principal 2		
Administrative Assistant	ALTON, NATALIA	(310) 235-4622
Financial Manager	SHAH, FAISAL	(310) 291-0710
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM	FORD, TIMOTHY	(323) 277-2600
Last person on campus in PM	FORD, TIMOTHY	(323) 277-2600

Charter School Emergency Contacts Chart - MAGNOLIA SCIENCE ACADEMY #4

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:		
Title/Role	**Name**	**Work Number**
Principal	BAKER, ERIN	(424) 248-0544
Assistant Principal 1	LOPEZ, OSCAR	(310) 235-4686
Assistant Principal 2	MONJE, MARIA MEDARDA	(510) 574-6829
Administrative Assistant	ADAMS, TABITHA	(310) 473-2464

8. Appendices

Financial Manager	GOUKASSOVA, NATALIA	(310) 235-4600
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM	FORD, TIMOTHY	(323) 277-2600
Last person on campus in PM	WASHINGTON, EDWARD	(310) 568-0735

8. Appendices

LAUSD Disaster Supply Inventory

Kit	# In Bin	Required Quantity		Commodity Code
Disaster Emergency First Aid Kit		1 per every 400 students		3453248292
Disaster First Aid Kit Itemized List	# In Kit ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Antibiotic Ointment*		3 box (25 ea/box)	yes	
Antacid/Nausea/Diarrhea Tablets, Bismuth Subsalicylate*		3 box (30 ea/box)	yes	
Antiseptic Wipes*		1 box (100 per box)	yes	
Aspirin Tablets*		1 box (50 pk/2 ea/pkg)	yes	
Non-Aspirin Tablets*		1 box (125 pk/2 ea/pkg)	yes	
Hand Cleaner 4oz Waterless*		2 each	yes	
Cold Pack*		1 pkg (16 ea/pkg)	yes	4750954200
Saline Solution*		2 bot (500 ml bot)	yes	
Petroleum Jelly*		1 pkg (3 ea/pkg)	yes	1751341305
Diphenhydramine Tablets*		1 pkg (50 ea/pkg)	yes	
Hard Candy Glucose Tablets*		1 pkg (20 ea/pkg)	n/a	
Cotton Tip Applicators		1 pkg (100/pkg)	n/a	4752711099
Adhesive Bandage		2 box (100 ea/box)	n/a	4750904064
Butterfly Closure, Large		1 box (100 per box)	n/a	4750905080
Elastic Bandage 2”x4.5 yds		3 rolls	n/a	4750917057
Elastic Bandage 3”x5 yds		3 rolls	n/a	4750904020
Triangular Bandage		1 pkg (4 ea/pkg)	n/a	4750943698
Emesis Basin		2 each	n/a	
Mylar Emergency Blanket		12 each	n/a	3453025575
Drinking Cup		1 pkg (100 ea/pkg)	n/a	6405008404
Gauze Bandage, 2”x6 yds		5 pkg (2 ea/pkg)	n/a	4750922687
Gauze Bandage, 3”x4 yds		1 pkg (12 ea/pkg)	n/a	4750909060
Gauze Pad 4x4		2 box (100 ea/box)	n/a	4750969380
Gauze Pad 8x10		1 pkg (20 ea/pkg)	n/a	4750969480
#2 Safety Pins		1 pkg (48 ea/pkg)	n/a	4756721603
Water Pitcher w/ Lid (plastic 32 oz)		1 each	n/a	
Sanitary Napkin		250/case individually packaged	n/a	4858240147

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Bandage Scissor		1 each	n/a	4652362115
Utility EMT Scissor		1 each	n/a	4652362120
Arm Splint		1 pkg (6 ea/pkg)	n/a	4658841130
Clear Surgical Tape		1 pkg (2 ea/pkg)	n/a	
Cloth Adhesive Tape		1 pkg (4 ea/pkg)	n/a	4750984100
Forehead Thermometer		5 ea/pkg	n/a	1758730801
Tissue Paper, Facial		1 box (175 each/box)	n/a	6405077100
Tongue Depressors		1 pkg (6 ea/pkg)	n/a	4756716235 500/Box)
Paper Towels		1 roll (100 sheets)	n/a	6407580425
Tourniquet		1 each	n/a	
Tweezer		1 each	n/a	4659230330
Grease Pencil, Black		1 each	n/a	6207037030
Plastic Sheet		1 each	n/a	
Washbasin		1 each	n/a	
Security Ties		1 pkg (6 ea/pkg)	n/a	
Bio-hazard Waste Bag		1 each (10 gallon)	n/a	
Non-latex Disposable Exam Gloves – Medium		1 box (100/box)	n/a	4754147303
Non-latex Disposable Exam Gloves-Large		1 box (100/box)	n/a	4754147304
CPR 1-Way Valve Face Shields		2 each	n/a	3451051570
Cardboard Folding Leg Splints		1 pkg (6 ea/pkg)	n/a	4658841140
Eye Pads		1 pkg (8 ea/pkg)	n/a	
Dental Floss		1 spool	n/a	
Multi Trauma Dressing		1 pkg (2 rolls/pkg)	n/a	4750969530
Triage Tags		1 pkg (50/pkg)	n/a	9661226135
First Aid Flip Chart		1 each	n/a	9661278998
Flashlight		2 each	n/a	4503211380
Batteries For Flashlight		4 each	yes	4500611040
Goggles		2 each	n/a	3456460080
Storage Case w/ wheels & handles labeled "LAUSD Emergency Supplies Cart"		1 each	n/a	5606900105

* Items available in Replacement Kit

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Kit	# In Bin	Required Quantity		Commodity Code
Replacement Kit for Expiring Items in Disaster First Aid Kit		1 per every Disaster First Aid Kit (as needed)		3453248271
Replacement Kit Itemized List	# In Bin ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Antibiotic Ointment		1 pkg (75ea/pkg)	yes	
Antacid/Nausea/Diarrhea Tablets		3 pkg (30/pkg)	yes	
Antiseptic Wipes		1 box (100 per box)	yes	
Aspirin Tablets		1 box (50 pk/2 ea/pkg)	yes	
Non-Aspirin Tablets		1 box (125 pk/2 ea/pkg)	yes	
Hand Cleaner Waterless		2 each	yes	
Cold Pack		1 pkg (16 ea/pkg)	yes	
Saline Solution		2 bot (500ml bot)	yes	
Petroleum Jelly		1 pkg (3 ea/pkg)	yes	
Diphenhydramine Tablets		1 pkg (50 ea/pkg)	yes	
Hard Candy Glucose Tablets		1 pkg (20 ea/pkg)	yes	

Additional First Aid Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration date	Commodity Code
Vinyl Exam Grade Gloves –Small		as needed	n/a	4754147302
Vinyl Exam Grade Gloves – Medium		as needed	n/a	4754147303
Vinyl Exam Grade Gloves - Large		as needed	n/a	4754147304
Vinyl Exam Grade Gloves – Extra Large		as needed	n/a	4754147305
Bleach		2 gallons	replace annually	5052538151
Cervical collar set, assorted sizes		as needed	n/a	
Triangular Bandage		as needed	n/a	4750943698
Mylar Emergency Blankets		as needed	n/a	3453025575
Bandage Scissors		as needed	n/a	4652362115
Cotton Applicators (Swabs)		1 box (1,000)	n/a	4752711099
Tongue Depressors		as needed	n/a	4756716235
Hand Sanitizer		4 gallon/case		4357004128
Hand Sanitizer		8 oz		4357215025
Paper Bags		1 pkg (500)	n/a	6401547104
Treatment Log		1	n/a	

Kit	# In Bin	Required Quantity	Commodity Code
Search and Rescue Kit		One kit for each Search and Rescue Team	3453248278

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Search and Rescue Kit Itemized List	# In Kit ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Hard Hat, Yellow*		4 each	n/a	3455639420
Safety Vest, Vinyl, Orange*		4 each	n/a	3459201204
Glove, Leather Palm, Large*		4 each	n/a	2002753000
Fanny Pack, Red*		4 each	n/a	
Flashlight, Industrial*		4 each	n/a	4503211235
Dust Mask*		4 each	n/a	3457251110
Safety Goggles*		4 each	n/a	3456460050
Whistle with Lanyard*		4 each	n/a	6806290200
Triage Tag		1 pack (50/pack)	n/a	9661226135
Water Pouch		24 each	n/a	
Batteries, D Size		2 each	yes	4500611040
Grove Joint Plier		1 each	n/a	4455254120
Linesman Plier		1 each	n/a	4455248158
Pry Bar		1 each	n/a	4453820052
Folding Saw		1 each	n/a	
Bolt Cutter		1 each	n/a	
SledgeHammer		1 each	n/a	
Warning Tape, Caution: Do Not Enter		1 each	n/a	8322080911
Infectious Waste Bag		4 each	n/a	4750700009
Folding Shovel		1 each	n/a	
Angle head Flashlight		1 each	n/a	
Screwdriver, Slotted Tip		1 each	n/a	4456465589
Screwdriver, Phillips		1 each	n/a	4456461270
Hand Axe, Wood Handle		1 each	n/a	
Utility Knife		1 each	n/a	4454248214
First Aid Kit Includes:		1 Kit	n/a	
Sterile Gauze Pad		10 each	n/a	4750969380
Sterile Gauze		1 roll	n/a	4750922687
Cloth Tape		1 roll	n/a	4750984100
EMT Shears		1 each	n/a	4652362120
Sterile ABD Pads		5 each	n/a	
Mylar Emergency Blanket		1 each	n/a	3453025575
Fanny Pack		1 each	n/a	

*Items are one per team member

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Additional Search and Rescue Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Stretcher		1 per S+R Team	n/a	4701078050
Duct Tape		at least 4 rolls	n/a	8322409077
Rope		at least 4	n/a	4502457032
Extra Batteries, D Size		as needed	yes	4500611040

Water Supplies				
Item	# In Bin ✓	Required Quantity	Expiration Date	Commodity Code
4 oz. Cups		4 + cups per person	n/a	6405008404
Collapsible Water Carriers		1 + per grade level	n/a	4508723300
Pump		2 or more	n/a	7200620055
Water Barrel; 55 Gallon		1.5-gallon x #students/staff ÷55	n/a	1004570546
Bleach		1 gallon	replace annually	5052538151
Measuring Spoons (for bleach in water barrels)		2 sets	n/a	2409186065

Basic Sanitation Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
5-Gallon Utility Bucket		1 per every 30 students	n/a	3453248353
Emergency Toilet Seat		1 per every 30 students	n/a	3453248352

Additional Sanitation Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Plastic Bags - Liners			n/a	6652452120
Toilet Paper			n/a	6407556175
Sanitary Napkins			n/a	4858240147
Sanitary Tampons				4858245001
Privacy Screen		1 per toilet	n/a	1557050015

8. Appendices

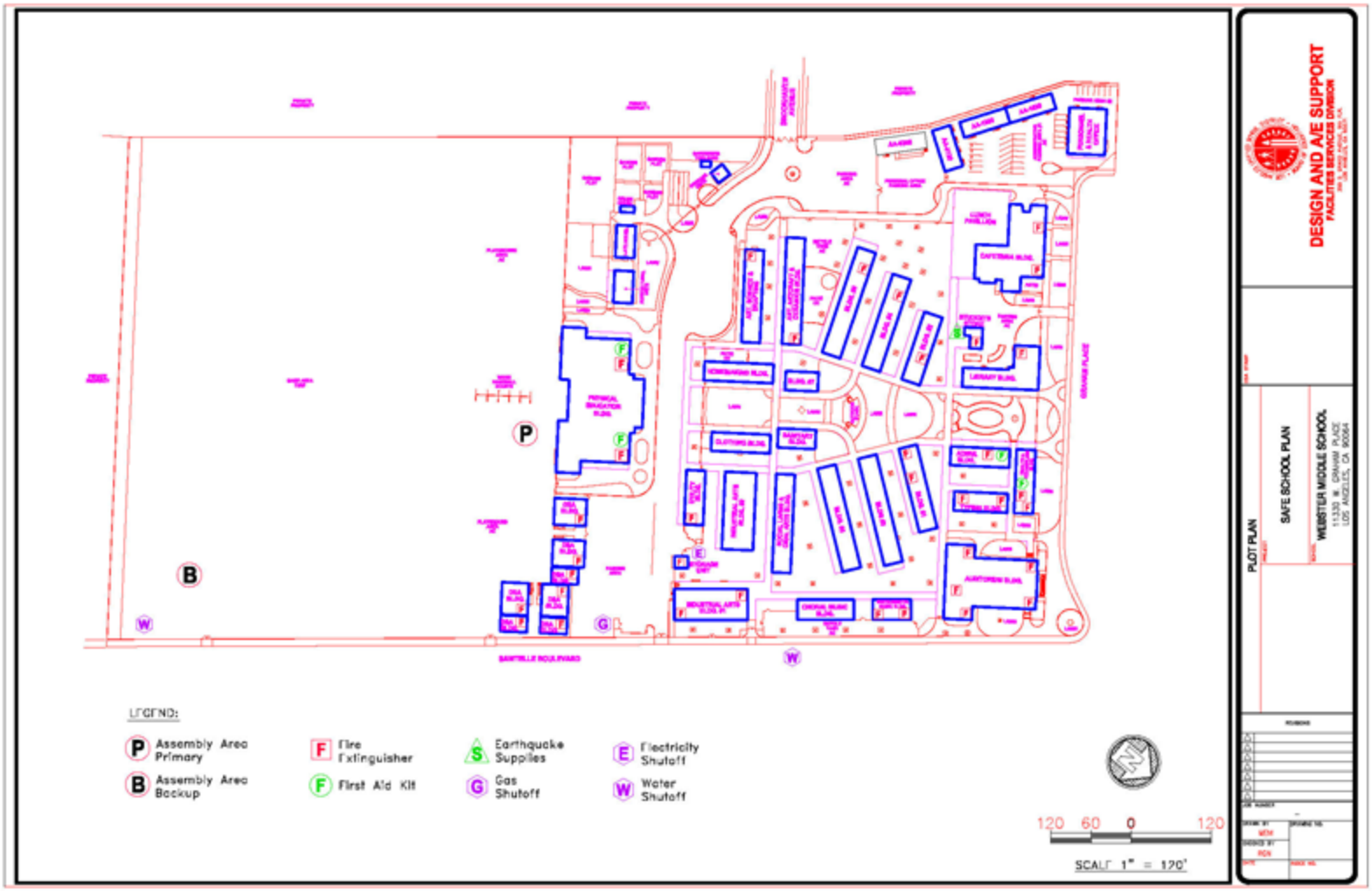
Absorbent			n/a	4857450670
Waterless Hand Cleaner		14 to 16 oz	n/a	4851436040
Deodorizer			n/a	4854214150

Additional General Disaster Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Radio, two-way		As needed	n/a	7257800185
Can opener		As needed	n/a	
Clipboards		As needed	n/a	6152525250
Paper plates		As needed	n/a	6405063490
Plastic utensils		As needed	n/a	

Maps

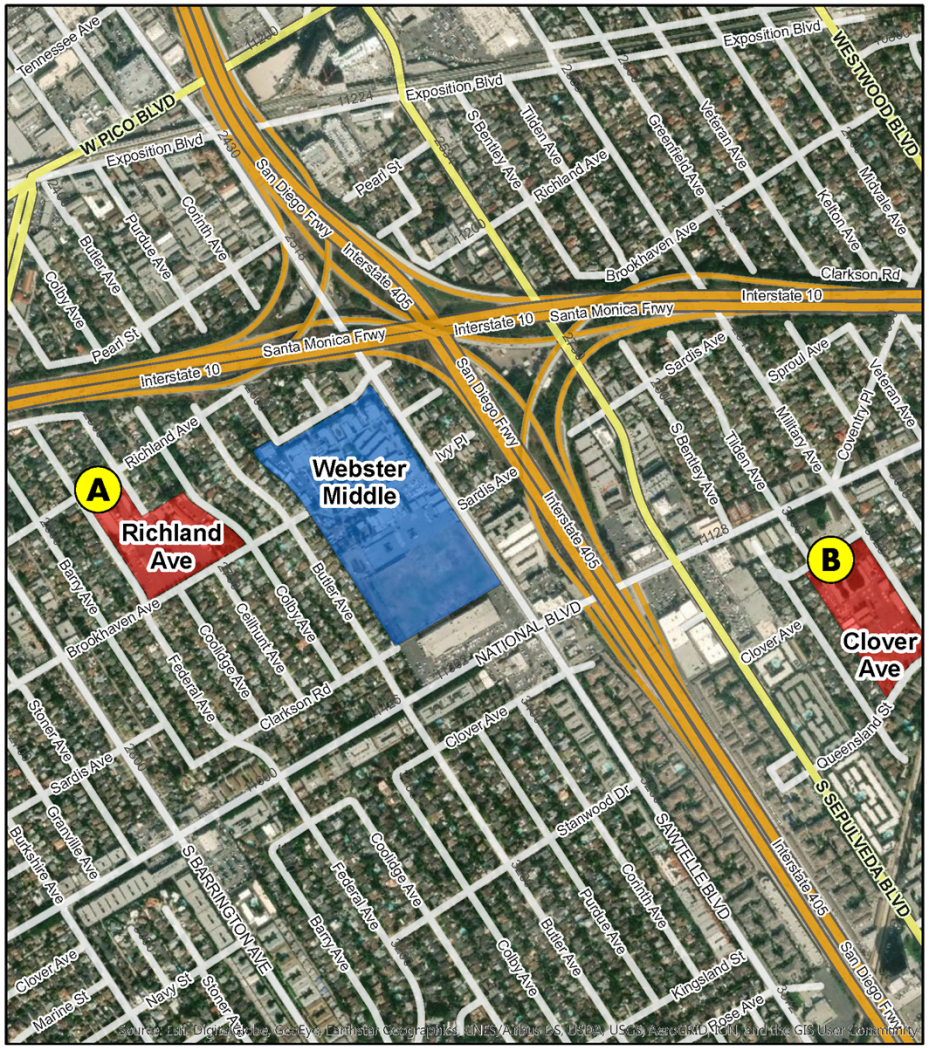
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8. Appendices

DANIEL WEBSTER MIDDLE SCHOOL
Offsite Relocation Map
Cost Center Code: 1848101



N

A Primary Offsite Relocation Address:
11562 RICHLAND AVE, LOS ANGELES, CA 90064

B Backup Offsite Relocation Address:
11020 CLOVER AVE, LOS ANGELES, CA 90034

Scale: 1:9,000

MPD

ɔs Angeles, CA, 90034, USA
ıckup Phone #: (310) 479-7739

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8. Appendices

ICS Definitions for Schools

Incident Command Team:

Incident Commander - responsible for directing emergency operations

Public Information Officer (PIO) - official spokesperson for an incident

Safety Coordinator - ensures that emergency operations are conducted safely

Planning/Intelligence Lead - responsible for collecting and evaluating information

Operations Lead - responsible for managing all tactical operations at an incident

Logistics Lead - provides all incident support needs, such as, facilities, transportation, communications, supplies/equipment, and food services

Finance/Administration Section Lead - responsible for managing all financial aspects and paperwork of an incident

Emergency Teams:

Triage Team - performs triage and provides medical assistance, ensures supplies are accessible, and evacuates and stages supplies

School Site Crisis Team - provides psychological/emotional support for students and staff

Search and Rescue Team - performs search and rescue operations

Access and Functional Needs Position - ensures the safety of students and adults with access and functional needs during drills and emergencies

Security/Utilities Team - ensures school site security and performs short-term repairs and shutoff of utilities

Fire Suppression/Hazmat Team - extinguishes small fires and evaluates chemical spills

Assembly Area Team - ensures safe evacuation and accounting for all students, staff, and visitors

Request Gate Team - processes requests for student pick-up

Reunion Gate Team - reunites students and parents at Reunion Gate

Supply/Equipment Team - ensures adequate equipment and supplies

Hygiene Team - provides all necessary sanitation-related support

Transportation Support Position - coordinates transportation assets and plans, such as, for an off-site relocation from the school

Documentation/Communications Position - maintains emergency log, analyzes situation, and updates Incident Commander

Cost/Staff Accounting Position - maintains accurate emergency time records for all site-based and itinerant employees

8. Appendices

Forms

EMERGENCY HAZARD ASSESSMENT SUMMARY

School _____ Location Code _____

Name _____ Position _____

Date _____

On-Site Hazard:

[List any unusual on-site hazards that are unique to the school, e.g., underground storage tanks, gas pipelines, unusual chemicals]

Off-Site Hazards:

[List any unusual off-site hazards unique to the school, e.g., freeways, railroads, pipelines, power transmission lines, industrial facilities]

LAUSD Explosive Device Threat Report

School:

Date of Call:	Time of Call:
Person Receiving Call:	Incoming Phone No. on Caller ID:

I. REPORT OF PERSON RECEIVING CALL

Keep the caller on the line as long as possible (ask caller to repeat statements, ask more questions) and signal to another person to call police.

Questions for Caller

Ask the caller the following questions and write answers in the spaces below:

Explosive Device Information:

Where is the explosive device? (Get most specific information as possible.)

When is it going to explode?

What kind of explosive device is it?

What does it look like?

Who set the explosive device?

Why was the explosive device set?

What can we do for you to keep the device from exploding?

Caller Information:

What is your name?

How old are you?

Where do you live?

(If voice youthful) Are you making this threat to avoid taking a test/final?

Are you a member of a terrorist organization? Which one?

Yes		No	

How can you be contacted?

Call Characteristics Evaluation

Check and describe the noted characteristics in the spaces provided below.

Message Details: (Use the caller's exact language where possible.)

Caller's Voice:

Male:		Female:		Child:	Yes	No	Age:

Intoxicated:		Speech Impairment:	
Accent:		Type:	
Whispers:		Angry:	
Foul/Inappropriate Language:		Educated:	
Irrational:		Incoherent:	

Voice disguised/altered:

Recorded threat message:		Read from script:	
Is voice familiar?		Who does it sound like?	

Background Noise:

Music:	Babies/Children:
Conversation:	Playground/School:
Airplanes:	Traffic:
Animals:	PA System:
Machines:	Typing:
Other:	

I. REPORT BY PRINCIPAL

Name of school employee contacting the police:			
Date police contacted:		Time:	
Name of police department call taker:			
Name of responding office:			
Name of police agency:			
Was a search for explosive device conducted?	Yes	No	
Details of search:			
Was a school evacuation conducted?	Yes	No	
Full evacuation:		Partial evacuation:	
Buildings or areas evacuated:			

Send one copy of this completed form to the Region Operations Coordinator, send one copy to School Police at wcoffice@laspd.com and keep one copy in school records. Please also upload a copy to the iSTAR submitted on the incident.

INJURY REPORT

School _____ Room Number _____

Teacher's Name _____ Date _____

INJURED		
NAME	TYPE OF INJURY	LOCATION OF PERSON

MISSING PERSONS REPORT

School _____ Room Number _____

Teacher's Name _____ Date _____

MISSING PERSONS	
NAME	**LAST SEEN LOCATION**

SUPPLEMENTAL ATTENDANCE REPORT

NOTE: Used to account for anyone not found on student/staff rosters

School _____

Date _____

NAME	ID NUMBER	STATUS (CHECK ONE)	OTHER INFORMATION
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
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		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	

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STUDENT RELEASE LOG

NOTE: Schools may only release students to individuals who have been designated by the custodial parent/guardian.

School _____

Date _____

STUDENT'S NAME	RELEASE TIME	NAME OF PERSON RELEASED TO	ADULT SIGNATURE

[Note: Maintain the original in the emergency document file.]

SCHOOL/SITE PRELIMINARY DAMAGE REPORT (PDR)

(Use this form to report your status to the Region when the online School Emergency Status Report site is down.)

School/Site:				Location Code:	
Date:		Time:		Person in Charge:	
Contact information (How the school can be reached for additional information):					

Please answer the following:

Number of deaths	# of Students		# of Staff		None	
Number of injuries	# of Students		# of Staff		None	
How many buildings at your site are visibly damaged?						

Describe the type and extent of damage you observe:

Summarize emergency response actions already taken:

Do you have the following capabilities?

Power	☐	Yes	☐	No	Landline Phone	Contact #		☐	Yes	☐ No
Water	☐	Yes	☐	No	Cellular Phone	Contact #		☐	Yes	☐ No
Natural Gas	☐	Yes	☐	No	Two-way Radio			☐	Yes	☐ No

Location of evacuated students	
List critical issues on site	
List other issues	
List assistance requested	

8. Appendices

EMERGENCY DRILL EVALUATION WORKSHEET

All emergency drill evaluations must be submitted at http://emergencydrills.lausd.net. Schools are expected to submit an evaluation after each emergency drill and radio test. **For best results, complete the emergency drill evaluation online using a cell phone during the drill.** Responses may also be entered on this form and then transferred to the online drill evaluation system after the drill using a desktop computer, tablet or cell phone.

Questions with an * require a response.

School* _____ **Today's Date*** _____

First Name* _____ **Last Name*** _____ **Email Address*** (use lausd.net) _____

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

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9) If parents/guardians participated, what were their roles?

10) How were parents/guardians notified about the drill?*

Letter Sent Home		Blackboard Connect		Newsletter		Other:
Sign at Marquee/Entrance		School Website/Calendar		No Notification		

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?* (Mark all that apply)

- ☐ during the planning of the drill
- ☐ during the execution of the drill
- ☐ after the drill
- ☐ did not use the ISSP

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*	5 4 3 2 1 n/a	**b) Employee performance of emergency duties and procedures***	5 4 3 2 1 n/a	**c) Emergency team(s) performance of duties***	5 4 3 2 1 n/a	**d) Accounting for everyone***	5 4 3 2 1 n/a	**e) Alert system***	5 4 3 2 1 n/a

16) Did the School Safety Committee and/or Emergency Team Leads 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?

A drill certificate of completion will be emailed upon submitting this evaluation online. Emails containing drill and radio test certificates and response summaries should be archived. Drill certificates should be printed and retained in the emergency drill logbook for proof of compliance during inspections. Questions can be directed to oem@lausd.net or 213-241-5337.

BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST

School _____ Location Code _____

Location of Release _____

Name _____ Position _____

Date _____

	Check when complete	Notes
Have unexposed students, staff and others been evacuated from area of contamination?		
Have staff, students, or others who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water?		
Have all students and staff been accounted for?		
Has the area of contamination been cordoned off and secured?		
Has the area of contamination been affixed with conspicuous signs reading: “DO NOT ENTER”?		
Have the doors and windows to the area of contamination been closed and locked?		
Have fans and ventilation systems serving the area of contamination been turned off?		
Has the Office of Environmental Health & Safety (Phone # 213-241-3199) been notified?		

8. Appendices

Assessments

Please check the online ISSP for the assessments. They are available in the Planning view as part of Step 2.


LOS ANGELES UNIFIED SCHOOL DISTRICT
INTEGRATED SAFE SCHOOL PLAN
2024-2025
WILTON PLACE ELEMENTARY
745 S WILTON PL
LOS ANGELES, CA 90005
(213) 389-1181
Generated On: 10/3/2024

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1. Introductory Material

1.1 Signature Page

Los Angeles Unified School District

Integrated Safe School Plan

School: WILTON PLACE ELEMENTARY **Date Generated:** **10/3/2024**

The Integrated Safe School Plan (ISSP) was developed and approved using a Districtwide template and a collaborative process respectful of representation/input from all stakeholder groups. All required committee members listed below (with an *) must sign the signature page.

Title:	Name:	Signature:	Date Signed:
REQUIRED COMMITTEE MEMBERS:			
Principal/Designee*:	RALLION, MARIE FRANCE		
UTLA Representative*:	REGNIER, LUZ		
Classified Representative*:	YOO, HYON DOUK		
Student (Secondary)			
Representative:	N/A		
Parent (of an attending student)			
Representative*:	Flor Granados		
Law Enforcement			
Los Angeles School Police:	COBIAN, GASTON		
Or			
LAPD/LA County Sheriff/			
Local Jurisdiction Agency*:	Officer MARQUEZ		
Charter School Principal/Designee:	CHOE, JAMES		

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1.2 Record of Changes

Change Number	Date of Change	Name	Summary of Change

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1.3 Overview

National preparedness efforts, including planning, are informed by Presidential Policy Directive (PPD) 8, which was signed by the President in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.



Prevention means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.

Protection means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard and the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.

Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency and reducing the likelihood that threats and hazards will happen.

Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

Recovery planning begins at the preparedness phase of crisis response. The effectiveness of recovery efforts depends on pre-planning and developing partnerships with community agencies that can provide follow-up services as needed. Recovery entails planning for the structural, business/fiscal, academic, psychological, and physical needs of the school community. The goal of social-emotional recovery is to promote coping and resiliency for students, staff, and parents/guardians.

The ongoing recovery phase is designed to assist students, staff, and their families in the healing process and to restore educational operations in school. As the initial effects of a crisis subsides, it is important for the School Site Crisis Team to continue to assess the ongoing effects of the crisis and modify the plan accordingly.

There are short-term and long-term recovery activities to consider in the aftermath of a crisis situation. In the short-term (days to weeks), the school may focus on restoring regular school functions and routines as efficiently and promptly as possible. In the long-term (weeks to months), the school may focus on individuals who require more intensive services and on systemic changes to restore the school's safe and healthy learning environment.

Access BUL-5800 Crisis Preparedness, Response and Recovery for more information.

California law requires that schools and all site employees be adequately prepared to respond to earthquakes, fires, and other emergencies. To assist schools in complying with these requirements, the LAUSD developed the Integrated Safe School Plan as a template for preparing emergency procedures for each LAUSD school. Emergency management teams and procedures outlined in this plan are consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures using Incident Command System (ICS) principles to prepare for, and respond to, school emergencies.

1.4 Goals

As part of the planning process, each LAUSD school reviews school-specific data and identifies several goals for the school year. This year's Integrated Safe School Plan goals are:

People and Programs Goal #1: At the beginning of each year, or time of enrollment, students, parents/guardians, and staff are notified of the school-wide positive behavior support and discipline plan. Each student receives a Wilton Place Handbook that goes home the first week of school. In this handbook, parents are told about our school-wide Discipline Plan and it is in three languages (English, Spanish, Korean). At coffee with the Principal and the council meetings the Parents are also informed of the SWPBIS and the monitoring of the Positive Behavior Interventions in place at the school.

People and Programs Goal #2: We have a great attendance rate at Wilton Place Elementary (over 95%). We continue to encourage all students to come to school on time but also our teachers and staff. It is very important that our teachers lead by example and remind our students the importance of school attendance.

Threat / Hazard: Earthquake

Threat / Hazard Goal: Earthquake Drill:

Students will Drop/Cover/Hold to provide protection from flying objects and broken glass during an earthquake. Drop to knees; take cover under desk; hold on to leg of furniture. After the shake has stopped, students will be exiting their classroom and going to assigned areas on the main yard. teachers will the go to their assigned areas if they have an assignment to do. If they don't, they stay with their class and help watch the other classes near them. We work as a team during an event like this and we practice monthly to become proficient.

Emergency Function: Shelter-In-Place

Emergency Goal: Shelter-in-Place: Teachers will lock doors, close blinds, and have students move away from windows and remain quiet. If students are outside during a lock down, they will proceed to closest room and remain until emergency is over. For Shelter-in-Place, close doors and windows, turn off HVAC systems and seal vents. Teachers have been given emergency buckets to have in their classroom to use as toilets just in case a student has to use the restroom during this time. Also, teachers have been given a special code that is said on the loud speaker so that all staff knows that this is going on.

1.5 Plan Organization and Concept of Operations

The effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is a critical resource to support schools with reaching such adequacy. In order to provide robust emergency and other safety protocols for schools, the District's Office of Emergency Management facilitates an annual, comprehensive review process of all ISSP components, including the online platform contents, in collaboration with over 20 District offices. Staff from these offices review and update the content of the plan which is also informed by Ed Code and District policy. As needed, new sections of the plan are introduced to ensure greater relevance and comprehensiveness. After all recommended updates are implemented and new programming components are tested, the revised template is provided through the online platform to schools. Each school then updates and creates their specific plan before the October 1 submission deadline every year.

This plan is organized into eight sections. Sections 1-2 give a plan overview and covers the mitigation and prevention activities that schools can implement before an emergency. Sections 3-4 focus on emergency preparedness, identifies the school's emergency response teams, and defines the roles and responsibilities of team members. Sections 5-6 present guiding laws and guidance for determining the nature and extent of an emergency, as well as a series of initial response actions to be taken in an emergency. Section 7 describes the detailed emergency response procedures that will be used for the many types of emergencies that may be

encountered in a school setting. Section 8 provides a series of appendices of supplemental emergency information, including contact information and supply lists. Standard forms, site maps and other supporting information are also contained in the appendices.

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2. Plan Development

2.1 School Safety Planning Committee

LAUSD recognizes that everyone, from the administration and staff to the parents and the community, has a role in helping schools create safe environments. The template for the Integrated Safe School Plan is reviewed and updated annually by the District with input from subject matter experts. Every school is responsible for establishing a School Safety Planning Committee, composed of all stakeholder groups. The plan shall be written and developed by a School Site Council (SSC); the SSC may delegate this responsibility to the School Safety Planning Committee made up of members as outlined below (CA E.C. § 32281). This SSC action does not need to take place yearly, but the school should retain the meeting minutes indicating that this action was taken by the SSC. The committee is accountable for writing, implementing, monitoring, and evaluating the comprehensive, integrated plan based on the District template and unique to the school's safety needs.

The School Safety Planning Committee should present the updated ISSP at a public meeting at the school site and include discussion and public comments. The committee should notify, in writing, the following persons and entities, if available, of the public meeting: local officials; representative of the local school employee organization; representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs; representative of each teacher organization at the school site; representative of the student body government; and all persons who have indicated they want to be notified. **Note that the District will fulfill the requirement on behalf of all schools of notifying the local mayor.**

The uploaded document should include a dated meeting agenda and supporting documents and communications (CA E.C. § 32288). The District shares the school's ISSP with local first responder agencies as per CA E.C. § 32281 and the school should make every effort to engage local first responders in preparedness and other activities that enhance emergency response.

District employees must be aware of and comply with District, state, and federal safety policies.

Required Team Members

Title	Name
Principal/Designee	RALLION, MARIE FRANCE
UTLA Chapter Chair	REGNIER, LUZ
Classified Representative	YOO, HYON DOUK
Student (secondary) Representative	N/A
Parent (of an attending student) Representative	Flor Granados

2. Plan Development

Los Angeles School Police *-OR-*	COBIAN, GASTON
LAPD/LA County Sheriff/Local Jurisdictional Agency	Officer MARQUEZ
School Safety Planning Committee Chair	GONZALEZ DE TORRES, BERNICE
Charter School Principal/Designee	CHOE, JAMES

Suggested Team Members

Title	Name
Teacher	LUIZAGA, HAROLD
Dean	
Cafeteria Manager	GHAZOUANI, NAJET
Plant Manager	PEREZ, JOSE
School Psychologist	PETERS, MADELINE
Counselor	
Title IX Designee	RALLION, MARIE FRANCE
Physical Education Teacher	
Nurse	KIM, AMAZINGGRACE
Health Education Teacher	
PSW	MARROQUIN, MARIA
Parent Center Director	YUN, MI YOUNG
PSA	
Coach	HORTON-HODGE, LISA
Other	GONZALEZ DE TORRES, BERNICE
Other	KIM, JOANA
Other	
Other	CHOI, SUNG

2.2 Mitigation and Preparation

To effectively prepare for emergencies, a series of assessments are presented in this section regarding mitigation and preparation.

2.3 Safe School Planning Committee Checklist

Essential Checklist: School Safety Planning Committee

- ☐ The School Safety Planning Committee is established and contains a broad representation of all stakeholder groups (students, parents, staff, and community).
- ☐ Schedule and publish the meeting dates for School Safety Planning Committee.
- ☐ Send out a survey to staff to ascertain who has the training, skills, interest, and aptitude for each assignment in the Integrated Safe School Plan. Access lausd.org/ISSP and check the "Resources" section for the School Emergency Team Skills Survey. This section also includes sample memos and letters you can use.
- ☐ Assign staff to emergency roles in the Integrated Safe School Plan (ISSP) based on the results of the survey, recommendations from the School Safety Planning Committee, and consultation with the principal.
- ☐ If practical, the School Safety Planning Committee consults, cooperates and coordinates with other school site councils or school safety planning committees (CA E.C. § 32282).
- ☐ Prior to adoption, the revised ISSP is reviewed and discussed by the School Safety Planning Committee and the administrative staff.
- ☐ A current copy of the ISSP (redacting sensitive information such as all school maps) is available for public review in the Main Office (CA E.C. § 32282). Copies cannot be provided to the public or posted online. Additional copies are in the emergency bin and School Emergency Response Box (SERB). (See Subsection 3.17 Emergency Supplies and Equipment for some details regarding the SERB.)
- ☐ Staff members are made aware of how to access the Integrated Safe School Plan online (http://issp.lausd.net), their emergency roles in the plan, and how to print it.
- ☐ All employees are reminded of their role and responsibilities as disaster service workers (See Section 5.)
- ☐ Verification of the public meeting is on file at the school and uploaded into the online ISSP, and includes the meeting announcement, meeting agenda, and sign-in sheet.
- ☐ The ISSP is evaluated and amended as needed by the School Safety Planning Committee no less than once a year to ensure that the comprehensive school safety plan is properly implemented [CA E.C. § 32282].
- ☐ Check all emergency supplies in the emergency bin, Health Office, classrooms, and School Emergency Response Box. Check for expired or obsolete supplies. Order replacement supplies from the warehouse. Note that each year you will need to certify through the online Administrator Certification process (as described in the current version of MEM-6128.12 Administrator Certification Online System 2023-2024 for School Sites and Offices)

that the school's emergency bin is stocked in adequate amounts, organized, in good working order, and within applicable expiration guidelines.

- [ ] Establish a Continuity of Service Plan (also known as a Continuity of Operations Plan). Which functions are essential? Which functions must be conducted on site? Who will replace critical staff if they are absent for a prolonged period of time? Make sure the replacement staff has keys and job descriptions for their new duties. For the school continuity plan template, see the Office of Emergency Management web site: Essential Functions for Continuity of Service at School.
- [ ] Check all school radios and contact the ITD Radio Unit at (323) 224-2411 with any functionality issues. Visit https://www.lausd.org/radiounit for additional radio information.
- [ ] Have faculty identify their neighboring classroom "buddy" to mutually check on during an evacuation. Create a list to make sure no one is omitted.
- [ ] Create/update the staff cell phone contact list and add it to the ISSP appendices.
- [ ] Check your school's emergency contact phone list of District offices and support personnel to make sure it is current and accurate, supplementing the Emergency Contacts appendix and the Additional Contacts data in Step 4 of the online ISSP.
- [ ] Schedule all emergency drills on the school's master calendar, checking the drill chart at https://www.lausd.org/drills.
- [ ] Ensure that the school's emergency response box contains current and accurate information.
- [ ] Review the school's emergency response procedures with clerical, custodial, and support staff. Make sure they are prepared.
- [ ] Review the school's emergency response procedures with Beyond the Bell, L.A.'s Best, Youth Services, and any other before or after-school staff. Make sure they are prepared and know how to respond to an emergency. Make sure they have access to any and all emergency supplies. Print copies of the ISSP and all contact lists for them.
- [ ] Direct staff to https://www.lausd.org/steps for online emergency training information. Administrators can use the STEPS website to access online Emergency Management classes from Federal Emergency Management Agency (FEMA).
- [ ] Conduct a Vulnerability Assessment using the template provided on the Office of Emergency Management website. Take STEPS class 406, "Conducting a Vulnerability Assessment," to learn more.

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2.4 Plant Inspections

Plant inspections are critical to ensuring that all schools are clean, secured, all paths of egress are open and well-lit and are essential to the safety and well-being of all students and employees of the Los Angeles Unified School District.

Plant Inspections

- ☐ Walk-through will be performed on a biannual basis by the principal and plant manager to identify any unsafe conditions.
- ☐ Emergency routes and paths of travel used to and from assembly areas shall be inspected for ADA compliance.
- ☐ Within a month of the start of the new school year, the School Safety Planning Committee will review the walk-through. A timeline for completion of necessary corrections will be reviewed and assessed monthly.
- ☐ PEREZ, JOSE will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served. These hazards may include: improper chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails, screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard (See the Common Safety Violations in School Classrooms guide).
    - Damaged fencing.
    - Playground facilities and equipment hazards.
    - Non-functioning lighting fixtures and burnt-out bulbs.
    - Non-functioning heating and ventilation.

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2.5 Hazards in the Community – Vulnerability Assessment

An LAUSD Vulnerability Assessment for schools to self- evaluate hazards on and off-campus is available to schools on the Administrators Corner of the OEM website. and is designed to be completed by the School Safety Planning Committee. Completing this assessment provides additional information that will help the committee create a robust and informed Integrated Safe School Plan.

School administration should be aware of potential environmental concerns in the community that can impact the school during an emergency. For example, the location of a nearby facility that uses toxic chemicals will assist in planning evacuation routes. The LAUSD Office of Environmental Health and Safety (OEHS) periodically conducts surveys to identify potential environmental concerns near schools. Site Administrators can access surveys that have been completed at https://lausd.org/Page/17133. Additional surveys will be uploaded as they are completed. To search for a school's survey, click the "Select a School" button below and type the school name in the search box or select the school from the drop-down list. Note potential environmental concerns near the campus, include:

- Facilities containing toxic chemicals or radioactive materials
- High voltage power lines and transformers
- Transportation routes of vehicles carrying hazardous materials (truck routes or railroad right–of–way)
- Underground gas or oil pipelines
    - Schools with pipelines may also be notified by the pipeline operator who can provide additional guidance and safety measures.
- Water towers or tanks
- Unique site-specific considerations

Site administrators can meet with an LASPD officer and walk the neighborhood to be familiar with potential hazards in the community that could impact the school. These findings can be recorded on Form A - Emergency Hazard Assessment Summary.

Site administrators should visit the CalEPA website and insert the address of their school to see a list of environmentally regulated sites and facilities near their campus. The website provides an overview of regulated activities of environmental programs in California. These activities include hazardous materials and waste, state, and federal cleanups, impacted ground and surface waters, and toxic materials. Site Administrators should print out the map of their school community that shows the exact location of these facilities. These sites may also be listed on OEHS' potential environmental concerns survey under CalEPA Regulated Sites of Concern within 500 ft (see above).

The map should be retained with the Integrated Safe School Plan and be a reference during emergencies and evacuations.

Federal Emergency Management Agency (FEMA) offers a comprehensive, multiple-natural hazard-based, community-level risk index which is searchable by neighborhood. Coastal flooding, earthquake, hail, heat wave, landslide, lightning, strong wind, tsunami, and wildfire are among the 18 natural hazards included.

The database can be accessed at: https://www.fema.gov/flood-maps/products-tools/national-risk-index. This index takes into consideration the risk level of experiencing the natural hazards; population vulnerability based on factors such as, age, income and living conditions cross-referenced with available community resources such as, hospitals and fire stations; and historical data on natural disasters.

2.6 Preparation and Mitigation for Students with Disabilities

Additional information is available in the MyPLN STEPS courses 210 and 410.

Addressing Concerns: As per CA E. C. § 32282, after review by a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil, any concern about appropriate adaptations and a pupil's ability to access disaster safety procedures described in this plan should be directed to the school principal.

Procedures are outlined in REF-5511 Completing and Updating the Integrated Safe School Plan.

All school staff members need to be aware of the needs and challenges of students in their care. Schools are required to establish specific plans for students and/or employees with special needs to ensure their safety and implementation of any necessary documentation during any emergency (CA E. C. § 32282). In collaboration with appropriate staff, the School Safety Planning Committee should consider what additional steps and resources the school will use for students and adults with access and functional needs, disabilities, and other special needs. All emergency planning and preparation must consider the requirements of students with disabilities and other specific needs. Some students may need additional assistance during an emergency. It is crucial to prepare for the needs of these students and provide the necessary materials, resources, and personnel. Specific needs can be categorized into several, general groups:

- Mobility
- Visual
- Hearing
- Communication
- Cognitive
- Special Healthcare Needs
- Behavioral

The needs of students must be analyzed to accommodate student needs during emergencies, including procedures for emergency notification, evacuation, and sheltering.

Employees who will assist students with disabilities need to be identified before the emergency, and practice techniques for assisting these students. Staff will need to understand the capabilities and limitations of the population that they support during emergency situations. They should rehearse their role at every emergency drill so that they and the student they assist will have confidence in the process. Participating in all emergency drills enables the students with specific needs and the employees who assist them to become familiar with one another and address any concerns before an emergency occurs.

An administrator/designee shall be identified as the primary contact for ensuring students, others on campus with disabilities or other special needs are considered throughout the ongoing development of the plan. MENZIES, SCOTT This administrator and an alternate comprise the Access and Functional Needs Position (See Section 3.6).

Identification of Students with Specific Needs

The School Safety Planning Committee and other stakeholders should compile a list of students with specific needs. The list should include students with temporary physical challenges as well as students with injuries or needs that may not qualify for special education services, but who will need additional assistance during or immediately after an emergency. Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency.

Information about students with specific needs can be gathered from many sources, including:

- School Nurse/Health Care Assistants
- Parents
- Teachers/Related Service Providers
- Paraprofessionals
- IEP Team Meetings
- LRE Counselors
- Students
- 504 Plans
- 504 designees
- Counselors
- Meetings [e.g., Student Success Progress Teams (SSPT), Interim Behavior Response Plan (IBRP)

The list of students with specific needs can be entered in the "Alerts" module (under the student’s Record Navigator) of the Welligent system that stores LAUSD student medical condition information. Specific equipment and supplies needed to care for each student should be listed there as well. Periodically, the site administrator can print out an updated list. Details on using the “Alerts” module in Welligent are in the online MyPLN course STEPS.

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The Administrator/Designee for Access and Functional Needs should ensure that all students who have specific emergency needs have been identified and that the list of these students and their needs are available in the School Emergency Response Box (see REF-5450 School Emergency Response Boxes). Before an emergency occurs, this list should be shared with the Operations Section Lead, who oversees the Search and Rescue Teams and the Triage Teams. Both teams need to know the names and challenges faced by these students, as it directly impacts the response actions of those teams. This information should be shared with the Logistics Section Lead to ensure that needed supplies are available (e.g., diapers, wheelchairs). The Logistics Section should also be aware of the approximate number of individuals with specific emergency needs, in the event that they need to order resources (e.g., buses). The following items should be stored in the School Emergency Response Box in folders marked "Confidential":

Class schedules for students with specific needs, so that Search and Rescue Teams will know where to look for students.

- Emergency contact information for each identified student with specific needs. Welligent (Student Face Sheet) printouts for students with chronic conditions who may require special or additional support from the Search and Rescue and Triage Teams.

The leaders of the Search and Rescue Teams, Triage Teams, and the Logistics Team should know where to get copies of these items during an emergency so that their sections can adequately address the needs of students with specific emergency needs.

Emergency Notification for Students with Specific Needs

Administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conduct regular emergency drills that incorporate emergency notification systems, such as the fire alarm system and PA system, into all emergency drills to test the system and identify any non-functional elements. Drilling with the school's emergency notification systems also creates familiarity with the sounds and lights associated with emergencies for students with specific needs. Supplemental online alarm systems training courses STEPS 411 and 418 are offered through MyPLN.

The Administrator/Designee for Access and Functional Needs should ensure the following are in place:

- All students are familiar with the sound of emergency alert systems, as well as the location of alarms and lights.
- All students, including students with communication challenges, are aware of the procedures used to report an emergency.
- All students, as appropriate for their age, ability, and cognition, know the emergency actions to take associated with each emergency alert system or emergency PA announcement.

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- Appropriate alternate emergency notification systems should be in place for students who cannot hear, including alternatives to emergency PA announcements (such as a lockdown).

Administration should make sure that all alarm systems, PA systems, and telephone systems are functional as part of the regular campus inspection process. Back-up plans, such as a cell phone list, should note individuals with specific needs.

Evacuation Concerns for Students with Specific Needs

As part of their planning process, schools will need to consider how they will assist students who cannot evacuate the building on their own, especially those who cannot walk down a flight of stairs. In almost all situations, students can be assisted with a special evacuation device or carried down by two to four adults on the Search and Rescue Team. All multiple-story schools have been trained on how to operate an Evac+ Chair and have at least one device on campus. If you need additional support, contact the Office of Emergency Management at oem@lausd.net. Rescue technique training is available online through MyPLN course STEPS 210.

On an ordinary school day, some students with mobility issues attend classes on the upper floors of buildings and use the elevator to travel from one floor to another. If there is an emergency that includes a power failure or activation of the fire alarm system, the elevator will not function, and these students will need assistance getting to the ground floor. These students will also need assistance after an earthquake, as elevators should not be used. In addition, disaster debris or damage may be disorienting to others who normally use the stairs, such as students who are blind or have visual impairments. Relocating upstairs classrooms of students with significant evacuation challenges to the ground floor should be considered for student safety.

Teachers are to use the buddy system during evacuation, so that one teacher can take two or more classes to the Assembly Area, while the second teacher or designated adult assists or waits with students who cannot evacuate on their own.

During an emergency, Search and Rescue Teams may need to rescue students who are trapped and cannot evacuate the building on their own accord. As they search buildings, the Search and Rescue Teams need to check for any students who cannot walk down a flight of stairs.

To make sure that these students, identified assistants, and Search and Rescue Team members are familiar with each other, all students must take part in all campus emergency drills. It will only be through practice that team members become familiar with the students and their capabilities. Drills should also pose a variety of challenges, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area. Information is available in the REF-5803 Emergency Procedures, Drills and Districtwide Exercises.

All students with evacuation challenges must be identified and know:

- Their accessible evacuation routes (to the assembly area, as well as off-site)
- What route they will take for both building evacuation (to the on-site assembly area) and off-site relocation
- For building evacuation to the on-site assembly area, alternate routes can be established to ensure accessible, safe, and efficient evacuation for individuals with access and functional needs (Note that all students/staff should use the same route, which should be accessible to all, for off-site relocation.)
- Who will assist them during an emergency
- How they will be assisted/rescued during an emergency
- Where they should wait, if there is a designated location
- What equipment will be used (e.g., Rescue-Seat, Evac+ Chair)
- Where assistive evacuation equipment is kept

All staff members responsible for assisting students during evacuations should be familiar with the evacuation buddy system and applicable assistive rescue devices and techniques.

A critical part of daily campus inspections is making sure that all access to the Assembly Area is open. All doors and exits should be open and work the way they were designed. Paved surfaces should be free of any obstruction. Blockages that are easily maneuvered by many can become overwhelming impediments to people with mobility challenges. All routes should be inspected to make sure they will service everyone on campus. This is especially true around construction sites, holiday decorations, and inclement weather.

Any person using a wheelchair who can travel without additional assistance proceeds directly to the school site Assembly Area. This school's specific plans for evacuation assistance includes:

Preparing to Shelter and Care for Students with Specific Needs

Once students with specific needs have been evacuated from the building, the next challenge will be maintaining their physical and emotional safety until they can be reunited with a custodial adult.

Before an emergency, identify what specific supplies or materials are needed to provide round-the-clock care for students with chronic conditions or special healthcare needs. Much of this information may already be in the Welligent student database, although it might not mention items that are only needed outside of school hours. The greater the student's needs, the more supplies that may need to be stored for emergency use.

School staff can create a backpack "go kit" with the necessary supplies and tag with the student's name. The backpack should contain all materials needed to support that student, as well as any documentation that may be needed by first responders or outside support agencies such as paramedics or hospitals. The bag can be stored in the classroom with the teacher or in the emergency bin if none of the supplies can be damaged by heat. Whenever the students

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evacuate the building, classroom employees must bring the backpacks with them. The school's specific plans for disaster assistance for students with specific needs includes:

For more tips and information on supporting students with access and functional needs, access LAUSD Emergency Preparedness for Students with Disabilities Tips and Checklist.

2.7 Public Disaster Shelters

There are centralized procedures that are followed by LAUSD before any school is used as a public disaster shelter. Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Management (OEM) in adherence to pre-established agreements. Any requests from the Red Cross for shelters should be directed to OEM at 213-241-3889 or the LASPD Watch Command at 213-625-6631. More information is available in BUL-6084 LAUSD Use of School Facilities in an Emergency or Disaster Situation.

2.8 Assessments

The school ensures that appropriate stakeholders participate in the annual self-assessment process.

Twelve self-assessments are completed online as part of Step 2 of the Integrated Safe School Plan process. They contain critical elements of safe and healthy school planning that must be completed for compliance with federal law, state law, and District policy and procedures. Results can be used to further facilitate the development of the school's ISSP and enhance overall health and safety at the school.

The most successful assessments are conducted by a broad array of individuals at a school, including support staff and first responders. Students and parents, including students and parents with disabilities, or access and functional needs, should be included to the maximum extent appropriate. These individuals will reflect on the school's practices, progress and challenges based on the prior year's data to complete the assessments.

2.8.1 Health and Nutrition

Health services are provided by a school nurse to meet federal and state mandates and the health needs of students. The school ensures immediate and reliable access to medications, special diets, treatments, and emergency care.

Acquisition and Use of an Automated External Defibrillator (AED)

For more details, access BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs).

The CA Health and Safety Code § 1797.196 (c) states when an AED is placed in a public or private K-12 school, the principal shall ensure that the school administrators and staff annually receive information that describes sudden cardiac arrest, the school's emergency response plan, and the proper use of the AED. The principal shall also ensure that instructions, in no less

than 14-point type, on how to use the AED are posted next to every AED. The principal shall, at least annually, notify school employees as to the location of all AED units on campus.

CA E.C. § 35179.6 (b) states commencing July 1, 2019, if a school district or charter school elect to offer any interscholastic athletic program, the school district or the charter school shall acquire at least one AED for each school within the school district or the charter school. The school district or the charter school is encouraged to ensure that the AED or AEDs are available for the purpose of rendering emergency care or treatment within a recommended three to five minutes of sudden cardiac arrest to pupils, spectators, and any other individuals in attendance at the athletic programs on campus activities or events and shall ensure that the AED or AEDs are available to athletic trainers and coaches and authorized persons at these activities or events.

Responsibilities of the Administrator:

As described in BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs).

- Ensure that all school staff annually receive information on the following:
  - The school's CPR/AED Emergency Response Site Plan and AED's location, completed each year by October 15 (Attachment A).
  - AED Program Tri-Fold Information Pamphlet (Attachment B).
- Ensure that instructions on how to use the AED are posted next to every AED. The AED signage must be visible with clear instructions that are no less than 14-point type (Attachment C).
- Ensure that the following occur:
  - Perform equipment maintenance of AED and associated supplies, such as pads and first responder kit, and check for expiration dates and damage every 30 days, specifically on the 1st of every month and no later than the 10th of every month. Report AED maintenance checks on the District-approved online platform via online login (Attachment D) or QR Code Scan (Attachment E).
  - Reorder outdated or damaged AED equipment supplies, as necessary.
  - Allow school site employees the opportunity to obtain CPR/AED certification that complies with the regulations adopted by the California Emergency Medical Services Authority (EMSA) and standards of the American Heart Association (AHA) or the American Red Cross (ARC).
  - Designate volunteer emergency site responders as described in BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs).and maintain responder training records on the cloud-based device management system (Attachment F) and CPR/AED Emergency Response Site Plan form (Attachment A).
  - Report the AED usage event on the cloud-based device management system and complete both the Incident Report in the Confidential Report of AED Incident

Response form and the Incident System Tracking Accountability Report (iSTAR). Additionally, comply with post-usage event processes from the District-approved vendor.

Requirements when administering CPR and the use of an AED:

1. Call 911.
2. Call parent/guardian/emergency contacts.
3. Ensure that the individual who received CPR and the application of the AED is transported in an emergency vehicle to a hospital for further treatment and observation.

Administration of Naloxone (Narcan)/Protocol for Opioid Overdose Treatment

CA E.C. § 49414.3 authorizes school districts to:

- Provide emergency Naloxone (Narcan) or another opioid antagonist to school nurses or trained personnel who have volunteered.
- Use Narcan or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an opioid overdose.
- Designate one or more volunteers to receive initial and annual refresher training, based on standards regarding the storage and emergency use of Narcan or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon.

Based on this authorization, all LAUSD nurses and other designated personnel will have access to and training in the use of Narcan. At this time, LAUSD ensures staff training be conducted through MyPLN with completion certificates filed within each employee's personnel file. Further supplemental training is also being conducted by a credentialed school nurse.

Responsibilities of the Administrator:

- Review the information contained in BUL-133120 Administration of Naloxone (Narcan) Nasal Spray.
- Discuss the Narcan Nasal Spray and reporting policy with employees, and parents/guardians.
- Ensure that school nurses, designated staff, school police (LASPD), local police, and other emergency responders (fire department or LAFD or 911-deployed responders), can access Narcan supply when needed.
- Maintain an annually updated Naloxone (Narcan) Emergency Response Site Plan on the premises where the Narcan Nasal Spray is stored. This plan shall be accessible to Emergency Personnel, such as school nurses, designated staff, school police (LASPD), local police and other emergency responders (fire department or, 911-deployed responders).
- Ensure confidentiality of all Narcan Nasal Spray uses and its reports.
- Report all instances of Narcan Nasal Spray usage by completing an iSTAR.

- Treat the report of Narcan Administration as a confidential report for use by LAUSD attorneys and the Office of Risk Management. No copies of the report shall be furnished to anyone including employees, students, or parents without permission from the Office of the General Counsel.
- Ensure proper procedures correlating to the storage, restocking, and emergency use of naloxone nasal spray as an opioid antagonist are being followed.
- Coordinate with designated staff to keep the Narcan and monthly checklists stored in a secure location.
- All schools must maintain records for seven (7) years.

Requirements when Administering Narcan:

1. Call 911.
2. Call parent/guardian/emergency contacts.
3. Ensure that the individual who received Narcan is transported in an emergency vehicle to a hospital for further treatment and observation.

Access to and Administration of Epinephrine

For more details including the administration of epinephrine, please access BUL-114500 Administration of Epinephrine Auto-Injectors.

The CA E.C. § 49414 requires school districts to provide emergency epinephrine auto-injectors to school nurses, or trained personnel who have volunteered, to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. The intent is to protect not only persons with previously diagnosed allergies, but also persons who do not know they are allergic and who therefore may not have been prescribed epinephrine. In addition, Section 49414 requires a school district, county office of education, or charter school to annually distribute a notice and description of volunteer training.

In the event of a major disaster which requires evacuation, it is recommended that the emergency epinephrine auto-injectors be transported to the First Aid Station and turned over to the designated lead of the First Aid Station.

Food Services

School menus, Café-LA programs, meal application and other pertinent food services and nutritional information can be found on the Food Services Division website at https://lausd.org/cafela.

Under California's Universal Meals Program, every school must serve breakfast and lunch daily without exception, including minimum and shortened days. 20-minute period for students to access and consume their meals is a state, federal, and School Board requirement. Schools that

have an after-school program offer healthy snacks and supper meals provided by the Food Services Division.

For more information, access Board Resolution "Improving Food and Nutrition Policy," December 11, 2012.

2.8.2 Positive Safe School Environment

2.8.2.1 Reporting and Notifications

Suspected Child Abuse and Neglect Reporting Requirements

Administrator Responsibilities:

- Review child abuse reporting policies with all employees twice a year (e.g., beginning of each semester), and assist or designate another administrator to assist employees seeking assistance in meeting their mandated child abuse reporting responsibilities.
- An employee who successfully completes the Child Abuse Awareness Training (CAAT) training will have certified the Employee Acknowledgement, and the supervisor may maintain a file of CAAT training completion certificates but is not required to do so. Also, although not required to do so, an administrator may annually request that each employee under the administrator's supervision sign the Employee Acknowledgement of Suspected Child Abuse Reporting District Policy and Legal Requirements in the BUL-1347 Child Abuse and Neglect Reporting Requirements.
- Ensure all employees are auto enrolled and have completed the annual fall online CAAT and passed the assessment by September 15 of each school year.

Employee Responsibilities:

- Review and pass the online CAAT.
- An employee suspecting child abuse or neglect must file a Suspected Child Abuse Report (SCAR):

  A. If the employee has an emergent (urgent) SCAR to make (e.g., immediate risk of abuse, neglect, or exploitation or that the child is in imminent danger of harm or death), the employee must: (1) telephone report immediately or as soon as practically possible to a child protective agency; and (2) file a written report with the same agency within 36 hours of receiving the incident information.

  B. If the employee has a non-emergent (urgent) SCAR to make (e.g., non-life threatening and non-emergency), the employee has an option to report to the Department of Children and Family Services (DCFS) by immediately or as soon as practically possible using the one-step online Child Abuse Reporting Electronic System (CARES) offered by the DCFS: https://reportchildabusela.org.
- The employee reporting suspected child abuse should not attempt to verify the suspicion or prove that abuse or neglect has occurred.

- Investigation (questioning witnesses, obtaining written statements), notification (family, alleged perpetrator), counseling, and family intervention are the responsibilities of the child protective agency.

The employee must know of the requirements to report known or suspected instances of child abuse and neglect and will comply with such requirements. The employee must view the CAAT training, pass the CAAT assessment, and get their-training completion certificate. Summary guidelines for Child Abuse and Neglect Reporting:

- Reportable victims include persons under the age of 18, and dependent adults 18 years of age or older who are dependent upon others for care.
- Child abuse includes physical abuse, sexual abuse, neglect, willful cruelty, unjustifiable punishment, life endangerment, mental suffering, and emotional abuse.
- If a child discloses that they were abused or an allegation of abuse is brought to the attention of any District employee, a report must be made immediately or as soon as practically possible and should not be delayed until the end of the school day. School procedures may not require the reporter to disclose their identity to school personnel prior to or after making a report.
- A child abuse report should only be made to one child protective agency (e.g., DFCS, law enforcement agency). School Police is not a child protective agency, and reports made to School Police are not a means of complying with the law.
- Child abuse reports are confidential. The designated reporter should only complete the report.
- The law enforcement officer or children's services worker who receives a report of suspected child abuse or neglect determines the course of action and has specific legal authority and responsibilities. The official may interview anyone during the investigation and may take the alleged child victim into protective custody.
- Any person mandated by the California Penal Code who fails to report any instance of child abuse, which they know or reasonably suspect to exist, may incur criminal, civil, and/or professional liability.
- No employee mandated under the provisions of the California Penal Code shall be civilly or criminally liable for reporting suspected child abuse or neglect.

Incident Reporting

Responsibilities of the Administrator:

- Inform all staff of the reporting/notification process.
- Identify and manage the users who have access to the online iSTAR system.
- Report all incidents using the iSTAR System. Reports should be timely and thorough.
- Follow incident reporting procedures in BUL-5269 Incident System Tracking Accountability Report (iSTAR).
- Report incidents also to Region Operations for appropriate follow-up.

- Regularly review incident reports for trends, particularly those incidents involving crimes, to identify and implement prevention strategies.

Incident Reporting Guidelines:

An iSTAR is to be completed when there is an interruption to the operational and/ or instructional activities, such as but not limited to the following types of incidents:

- Any threat, including explosive device and terrorist threats, to the school, individual student, or staff.
- Student or staff member injured or missing.
- An assault or battery on a staff member.
- Serious infraction by a staff member.
- Any event involving police or fire departments.
- Life-threatening incidents and safety hazards.
- Serious campus disturbances (major fight, demonstration).
- Natural disaster.
- Evacuations, lockdowns, shelter in place actions.
- Utility outage.
- Construction problem preventing access.
- Unplanned media or social media coverage.
- Harassment/discrimination.

The Los Angeles Schools Anonymous Reporting (LASAR)

The Los Angeles Schools Anonymous Reporting (LASAR) mobile app is designed to report non-emergency incidents anonymously. It is available for free download in the Apple and Android app Stores. School community members may report school related incidents involving:

- Threats of planned school attacks/violence
- Drugs
- Mental health crisis/self-harm
- School/Safety threat
- Weapons/Dangerous objects
- Property damage/vandalism
- Suspicious/criminal activity
- Human Trafficking

LASAR is governed by Los Angeles Unified and operated by the Los Angeles School Police Department. It is an App for students, parents/legal guardians, and the public to report non-emergency incidents or crimes that may impact school safety. Emergencies or safety concerns that are actively occurring, should be reported to 911 or the Los Angeles School Police Communications Center at (213) 625-6631.

Emergency Alert Mobile App

Designed for District staff to notify LASPD and the site administrator, in real-time, in the event of an active assailant situation on school premises. The app is designed to work only within LA Unified school and office locations and automatically identifies the school/office location when the emergency alert is triggered. This app is available for free download in the Apple and Android App Stores.

Notification in Parent-Student Handbook

Responsibilities of the Administrator:

- Discuss the contents of the *Parent-Student Handbook* with all staff members.
- Require that each parent/student return a signed receipt indicating that they have received and read the *Parent-Student Handbook*.
- Implement a school-site system for collecting and maintaining a signed return receipt from each parent/student.

2.8.2.2 Campus Security

Student and Employee Security

Suggested options for perimeter gate access during a Rapid Relocation, as well as Rapid Relocation procedures, are provided in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools. Also, see Section 6.8 Rapid Relocation of this plan.

Responsibilities of the Administrator:

- Assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school. This response includes immediately notifying School Police at (213) 625-6631 or the local law enforcement agency.
- Review the information contained in BUL-5721 Student and Employee Security, with the students and staff at the school.
- Assign custodial personnel to check the campus for loiterers and trespassers, especially restroom areas, when opening and closing the building and grounds.
- Call School Police at (213) 625-6631 when assistance is needed on or adjacent to the campus.
- Develop classroom-to-office emergency communication plans in the event that regular means of communication are unavailable.
- Implement a neighborhood school-watch program. Request residents to report any unusual activities on campus to the principal during regular business hours and to School Police or the local law enforcement agency during nights, weekends, and holidays.

- Develop strategies to control rumors concerning school or community incidents.
- Organize, under the supervision of appropriate school personnel, a team of volunteer parents, other community residents, and staff members to patrol the campus and the perimeter.
- Enforce dress code that prohibits the wearing of gang apparel or the use of gang-related symbols.
- Work with School Police, local law enforcement and the School Safety Planning Committee to review crime data for the area surrounding your school. Assess the current status of crime committed on school campuses, at school-related functions, and in the neighborhood surrounding your school (CA E. C. § 32282). A website that maps crime data by address, such as http://www.crimemapping.com, is a very useful tool. The following information can also be reviewed: office referrals, attendance rates/School Attendance Review Board data, suspension/expulsion data, California Healthy Kids Survey, School Plan for Student Achievement, School Experience Survey, local law enforcement juvenile crime data and property damage data.

Responsibilities of Staff:

- Report to the Main Office or other designated office prior to proceeding to assigned classrooms or work areas.
- Lock classroom doors when working alone before or after school hours.
- Establish and maintain a buddy system when working in isolated areas or traveling to and from parking areas at the start and close of school.
- Exercise stringent control of assigned school keys and secure all personal valuables.
- Report any person loitering in or adjacent to parking areas, etc., or sitting in a parked car.
- Instruct students to avoid strangers and provide strategies for avoiding contact with strangers. Utilize the following resources as appropriate: LAUSD crime prevention programs, drug resistance programs, child abuse, and traffic safety bulletins.

Campus Supervision

Responsibilities of the Administrator:

- Maintain a current supervision plan and schedules for staff carrying out the plan.
- Provide training regarding campus safety and campus supervision and schedule meetings for campus supervision updates.
- Inform all staff, students, and parents of the campus supervision plan.
- Have custodial personnel check the campus for loiterers and/or trespassers, especially restroom areas when opening and closing the buildings and grounds.
- Review and post at all utilized entrances appropriate signs regarding weapons, visitors, trespassing, loitering, etc.

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- Monitor or prohibit student access to cars during school hours.
- Review with campus supervision personnel procedures related to the proper use, maintenance, and security of issued hand-held and base radios. See "REF-6343 School-Based Radio System," or call the Radio Unit at (323) 224-2456.
- See that the school adheres to the District policy on closed campuses. All exit gates, except the main gate, will be locked after the start of school. Student exit gates will be unlocked prior to dismissal time.

Locked Campus Policy

Responsibilities of the Administrator:

- Assign a school staff member, volunteer parent, or similar, to monitor the main entrance during the school day and assist visitors with signing in and reporting to the Main Office upon entry.
- Assign available school staff to monitor the campus perimeter, known trouble spots, and all building and gate entrances during the school day.
- Inform all students and parents/guardians that schools are closed campuses and that students are not allowed to leave the campus during the school day without the permission of the principal and the parent/guardian.

Visitors to School Campuses

Responsibilities of the Administrator:

- Schools must develop and post a visitor's policy. The policy must not set arbitrary time limits regarding frequency and duration of visits and must be distributed to parents and staff annually.
- Inform parents in advance of the procedures for visiting the school.
- Have all visitors report to the Main Office upon arrival. Visitors must wear a visitor pass and return the pass upon departure.
- Conduct a review to ensure that the appropriate and approved signs are posted regarding visitors, trespassing, loitering, and other requirements at all utilized entrances. Report persons loitering or trespassing on or adjacent to the campus to LASPD.

Administrators have the authority under the California Penal Code, Los Angeles Municipal Code, and the Education Code to report to the appropriate police agency visitors who fail to adhere to the posted "Visitor's Policy."

Responsibilities of the Parents/Visitors:

- All campus visitors must have the consent and approval of the principal/designee within a reasonable period of time after making a request to visit the school.

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- Parents have the right to observe in the classroom in which their child is enrolled within a reasonable period of time after making a request.
- Visitors are not to converse with the students, teacher, or instructional aides during the visitation.
- Visitors are to keep the frequency of classroom observations reasonable (to be determined by the activity being observed).
- Parents do not have the right to willfully interfere with the discipline, order, or conduct in any school classroom or activity with the intent to disrupt, obstruct, or cause substantial disorder in a place where a school employee is required to perform his or her duties.

School Police/Local Law Enforcement

Responsibilities of the Administrator:

- Meet with a School Police Officer or Area Sergeant to share and discuss information related to campus activity and the site's security operations and service needs.
- Review with staff the appropriate notification and protocol for reporting campus crime and incidents.
- Review with staff, on an ongoing basis, procedures related to the proper use and security of issued hand-held and base radios, with the assistance of LASPD, as necessary.
- Alert appropriate law enforcement agencies near school campuses and the respective Region about incidents and events that may have repercussions at other locations.
- Provide to staff safety bulletins and available information regarding incidents or situations that might impact personal safety or the school's education environment.
- Solicit community support to assist with student safety to and from school.
- Provide appropriate law enforcement telephone numbers to area residents and businesses and solicit their support in reporting unusual activities on and around the campus to School Police and the local law enforcement agency during nights, weekends, and holidays.
- If a local law enforcement agency notifies a site administrator with a request to disseminate information pertaining to a sex offender, contact the School Police Watch Commander at (213) 625- 6631 and advise them of the material received. LASPD will serve as the District's liaison with the agency to determine the expectations for the information, distribution, and the scope of the disclosure.

Procedures When Calling for Service from Law Enforcement Agencies:

- Identify yourself and your location. Give callback numbers (office or cell) where you can be reached most easily.
- Summarize the nature of the problem or incident.
- Give the location of the problem incident.

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- Request medical assistance, if needed (if not already requested through 911).
- Describe the person or suspect involved: Provide a physical description (gender, ethnicity, age, height, weight, hair color and style, color of eyes, and clothing worn) and other known information (i.e., student, staff member, nonstudent, parent, other known or suspected gang affiliation, etc.).
- Describe weapon involved, if any: Type, location (on person, in vehicle, etc.), and manner used (actual use, threat, etc.).
- Describe method of transportation used by person or suspect involved and last known direction of travel. Indicate motor vehicle, motorcycle, bicycle, bus, skateboard, skates, etc., (if motor vehicle, give color, year, make, model, and license plate number) and any other information (i.e., number of passengers in the vehicle).
- Advise School Police if another law enforcement agency has also been contacted.

Responsibilities of the Los Angeles School Police Department (LASPD)

As peace officers, School Police Officers are expected to take appropriate steps to discourage potential law violations and head off potentially threatening situation. Their primary responsibility is to “keep the peace” by protecting students and staff from physical assault and school property from theft and destruction. LASPD officers will be available to support school-site administrators, students, staff, community members, and local agencies to create a safe and secure school learning environment. LASPD will also provide support through the Youth Diversion program to address safety issues and criminal conduct. Safe Passages and other specialized units will work to support LASPD officers assigned to support schools to ensure safety around the campus, enforcing all applicable laws fairly and impartially, and maintaining presence in safe passages areas. Minor violations will be addressed with the “spirit of the law” posture rather than a “letter of the law” posture in enforcement efforts.

School Police Officers will:

- Respond to the school for the protection of pupils and District personnel, the security of District property, and the prevention of theft and malicious mischief to cars and other personal property of school personnel on campus.
- Develop and maintain a positive, professional, and ongoing working relationship with the school-site administrators, students, staff, school community members, and outside local and law enforcement agencies, to address and problem-solve crime and safety issues and to meet the school’s safety objectives and goals as established.
- Follow all procedures consistent with the District-established policies and School Police directives.
- Act in an advisory capacity regarding the need to involve local law enforcement agencies.
- Assist with preparing, evaluating, and updating the Integrated Safe School Plan.
- Serve as a member of the school’s Crisis Team and School Threat Management Team.

Responsibilities of Law Enforcement (School Police/Local Agencies):

- In instances where law enforcement statutory requirements apply, the appropriate legal decisions are made by the police officer. While in most cases the situations will be obvious, in other less obvious instances, the legal decision will be made by the involved police officer, consistent with current Police Department and District directives and policies and in consultation with an LASPD supervisor.
- A lockdown of the campus is called by either a law enforcement agency or a site administrator to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school. The site administrator terminates the lockdown after consulting with law enforcement.
- Properly identified law enforcement officer are allowed to interview a student “in the presence of the principal or a teacher.”
- Properly identified law enforcement officers may remove a student from a school. Responsibility for parent notification of a student’s removal by law enforcement personnel rests with the school administration. The involved officer is also obligated to make parent notification.
- The difficult task of delivering death notifications to next of kin is the responsibility of law enforcement personnel or the Los Angeles County Coroner’s Office personnel, who have been provided with the training and resources necessary to carry out such notifications. If a death has occurred on campus and a member of the victim’s family arrives at the school prior to being notified of the death by law enforcement, the family member should be escorted to a private comfortable setting until law enforcement personnel arrive. If a member of the victim’s family calls the school prior to notification by law enforcement, they should be asked to come to the school.

Role of Law Enforcement Personnel When a School Becomes a Crime Scene:

- Law Enforcement personnel will establish a crime scene at any time when it is necessary to preserve evidence of a crime, or an investigation of a crime is in progress, including but not limited to: murder, suicide, death due to suspicious circumstances, or for other serious crimes involving students, staff, or others (crimes that include, but not limited to, vandalism, burglary, or arson). Only authorized law enforcement and fire department personnel are allowed inside the designated crime-scene area.
- The first police officer to arrive on scene will have specific duties to perform to ensure the protection of the crime scene and to assure that the crime is investigated properly. Despite the sometimes-chaotic nature that characterizes many crime scenes, the police must be permitted to do their job according to established procedures.
- A police supervisor or police officer will serve as the liaison with the school’s administration.

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- The law enforcement officer in charge will determine if and when crisis team members or other support personnel from outside the school can enter the campus to begin their intervention assessments and follow-up activities.
- Once potential witnesses have been identified, it is essential to keep witnesses separate to maintain and preserve the integrity, clarity, and objectivity of each person's account. Therefore, school administrators may be asked to provide multiple locations on campus to isolate witnesses for questioning by law enforcement personnel.

2.8.2.3 Violence Prevention and Interpersonal Relations

Cybersecurity

- As the largest K-12 computing network in the United States, users of the LAUSD computing environment have a responsibility to do all they can to protect themselves, their accounts, the systems they use, and the secure data they deal with.
- Many District employees have regular access to sensitive information, which is protected with multiple layers of security. Employees are the first of these layers to protect District data, but they are also the most vulnerable. Most data breaches start with an attacker exploiting the human nature of employees in various social contexts to gain access to sensitive information. Employees may not realize they are a target and may be unsure how to prevent, identify, or report cybersecurity threats. It is critical to follow all District cybersecurity measures including those referenced in this section.
- The District has implemented an Information Security Training and Awareness (ISTA) program with the purpose of achieving the following strategic goals:

    1. Improve the District's resilience to cybersecurity threats.
    2. Establish a strong security-minded culture and integrate it into day-to-day District operations and decision-making.
    3. Improve compliance with external regulatory and contractual requirements that require mandatory training and awareness (e.g. HIPAA).
    4. Minimize the frequency and impact of security incidents.
- All employees must complete the online Annual IT Cyber Security Awareness Training.
- To report a concern about a potential data breach or compromised machine or account to IT Security, employees should call the ITD Helpdesk at (213) 241-5200 or send an email to information.security@lausd.net.

All employees are encouraged to follow Cyber Safety tips on the ITS website: https://www.lausd.org/cybersafety. Additional details regarding the responsible use policy are also available at this site.

Digital Citizenship

Responsibilities of the Administrator:

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- Provide staff with professional learning opportunities offered by the Instructional Technology Initiative within the Division of Instruction to deepen digital citizenship knowledge and practices: https://www.lausd.org/digcit
- Review with staff the following bulletins to understand the implications of digital engagement in creating a safe school environment:
    - BUL-999 Responsible Use Policy for District Computer and Network System
    - BUL-6399 Social Media Policy for Students
    - BUL-5688 Social Media Policy for Employees and Associated Persons
    - Parent Acknowledgement Form
    - Media Release Form

  https://www.lausd.org/digcit
- Provide parent workshop sessions regarding digital citizenship practices of proactive engagement, safety, and security online: https://www.lausd.org/Page/16676
- Ensure that staff integrate digital citizenship instruction across content areas, leveraging District-adopted digital citizenship curriculum: https://www.lausd.org/Page/16689
- Establish a digital presence with purpose in alignment with District policies to maintain open communication with school community and model promising practices.

Code of Conduct with Students

- Provide a copy of the "Code of Conduct with Students" to each employee and any individual working with students on an annual basis at the beginning of each school year or when the employee reports to the site/work location if the school year has already begun.
- Post the "Code of Conduct with Students" in staff lounges and other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.
- Include the "Code of Conduct with Students" in the location's employee handbook, school's Safe School Plan, and in the substitute folder that is provided to substitute teachers who report to school sites.
- Remind employees/individuals to be mindful of the fine line drawn between being sensitive to and supportive of students' needs and a possible or perceived breach of responsible, ethical behavior.
- Encourage employees/individuals to use good judgment and caution them to avoid the situations indicated in the document.
- Reaffirm with employees and individuals of the duty to protect students and provide a safe and secure learning environment.

Sexual Grooming, Abuse, and Misconduct with Students

- Grooming is the deliberate process by which offenders gradually initiate and maintain sexual relationships with victims in secrecy.

- Over 90% of offenders are a family member or another adult in the victim's circle of trust, including those who work in schools, and who normally and regularly interact with the victim.
- Offenders in schools may be popular with students, admired by colleagues, recognized as valuable members of the school community, and appreciated by parents.
- The grooming process begins with the offender establishing a bond with their victim by behaviors such as spending time together, sharing secrets, providing gifts, and giving them special attention. Some behaviors may appear to be normal interaction between an adult and a student.
- Grooming that results in sexual conduct with a victim (e.g., sexual abuse, exploitation, and child pornography) is a crime and must be investigated by law enforcement.
- The "Code of Conduct with Students" serves as the District's policy for appropriate and professional interaction with students of all ages. Administrators must take prompt action to address any behavior that violates the Code of Conduct even when not deemed a crime by law enforcement.
- Students can also be suspected of abusing other students.

Administrator Responsibilities:

- Understand and recognize potential grooming behaviors.
- Present sexual grooming awareness training to employees.
- Complete the Administrator Certification page by the designated due date.
- Respond to reports of potential grooming of a student by an employee, a school-related adult, or another student.
- Contact Region Operations immediately after reporting suspected abuse to law enforcement in cases where the accused perpetrator is a District employee, a school-related adult, or another student.

Employee Responsibilities:

- Report suspected child abuse as outlined in BUL-1347 Child Abuse and Neglect Reporting Requirements.
- For students over 18 years of age who are considered dependent adults, report suspected dependent/elder adult abuse as outlined in BUL-2449 Dependent/Elder Adult Abuse and Neglect Reporting Requirements.
- If the suspected perpetrator of the abuse of a student is a District employee, student or school-related adult, the mandated reporter is strongly encouraged to make the mandated child abuse report to local law enforcement.
- Notify a Site Administrator of the misconduct immediately after making the child abuse report when a District employee, school-related adult, or another student is suspected of abusing a student.

- Students can also be suspected of abusing other students. Mandated reporters must follow the same suspected child abuse reporting procedures.

Administrative Searches

Contact Region Operations for current policy and procedures related to administrative searches.

Gun Violence Prevention

Responsibilities of the Administrator:

- Distribute to families annually the Parent Legal Duties to Safely Store Firearms letter in the LAUSD Student/Parent Handbook, as required per Board Resolution 046-18/19.
- Make gun violence prevention resources available to your parent/guardian community.

Safe School Collaborative

Responsibilities of the Administrator:

- Identify key community stakeholders in relation to safety, including but not limited to: law enforcement, probation, city attorney's office, city, and county human relations.
- Identify key LAUSD central and Region personnel to provide consultation and support, such as: Region Operations, Organization Facilitators, Human Relations, Crisis Counseling, etc.
- Identify a multidisciplinary school safety team composed of members such as, administrators, parents, teachers, school police officers, health, and mental health professionals (i.e., PSW, PSAC, School Psychologist, or School Counselor), after-school staff, etc.
- Identify a designated chair to convene the meetings, establish a needs assessment for the school and community related to safety concerns, identify goals and objectives, and assign roles and responsibilities.
- Work towards the development of safe passage to and from school for students.

Gang Risk Intervention

Key Elements:

- Become familiar with gang groups, related activities, graffiti, apparel, etc.
- Provide staff development regarding gang prevention and intervention strategies.
- Provide parent in-service training regarding gang membership and activities.
- Develop a forum for discussion that brings together influential students ("natural leaders") who represent all segments of the student population, including selected gang members.

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- Collect information from law enforcement, probation, community-based organizations, and others to understand the scope of the school/community gang problem.
- Contact law enforcement agencies, gang experts, and formal/informal counselors to obtain strategies and related information. Probation officers can assist with students who are on probation.

Bullying & Hazing Policy

CA E. C. § 48900 (r) defines bullying as:

- "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
- Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
- Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school. For additional guidance, including investigative steps, access BUL-5212 Bullying and Hazing Policy (Student-to-Student).

Responsibilities of the Administrator:

- Ensure that bullying and cyberbullying training are available to employees who have regular interaction with students.
- Investigate allegations of bullying thoroughly and maintain confidentiality throughout the investigation.
- Respond to allegations whether the involved parties are students or employees. (For incidents between employees, refer to the BUL-5798 Workplace Violence, Bullying and Threats [Adult-to-Adult].)
- Take appropriate actions to resolve the situation.
- Document the investigation, interventions, and resolution.

Responsibilities of Staff and Student Rights:

- Schools must discuss relevant aspects of the Bullying & Hazing Policy with their students.
- Personnel are responsible for taking corrective action to prevent bullying in school, at school events, and to and from school.

- Any person has the right to report an allegation of bullying without reprisal or retaliation.

Hate-Motivated Incidents

For more details, access BUL-2047 Hate-Motivated Incidents and Crimes - Response and Reporting.

Responsibilities of the Administrator:

- Respond quickly to incidents, whether the victims are students, staff, or community members.
- Ensure the physical safety of the victim and offer victim assistance, as appropriate.
- Investigate incident, provide interim safety/emotional support measures, and take appropriate disciplinary action. If necessary, involve law enforcement and preserve evidence.
- Report hate-motivated incident/hate crime to School Police and implement educational programs and activities that foster human relations skills and combat behaviors of name-calling, harassment, discrimination, hate, and bigotry.
- Review with employees and students and post nondiscrimination notices in all schools/offices, including staff lounges, student government meeting rooms, the main administration building, or other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.

Sexual Harassment Prevention Policy

Key Elements:

- All allegations of sexual harassment are to be treated seriously and investigated in a way that respects the privacy of all parties.
- All reported incidents of sexual harassment should be investigated and addressed to prevent recurrence. Several attachments found in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment) may be utilized to document the complaint policy guidance provided to the parties, ensure Title IX Protections are afforded, appropriate grievance procedures are determined (Title IX, Uniform Complaint Procedures [UCP], informal investigation), and communication to the families of the target and the accused.
- Review with employees and students and post the sexual harassment prevention poster in all schools/offices, including staff lounges, student government meeting rooms, the main administration building, in a prominent and conspicuous location in each bathroom and locker room at a school, and in other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.
- For procedures regarding employee-to-employee complaints of sexual harassment refer

to District BUL-6612 Non-Discrimination And Anti-Harassment (Including Sexual Harassment) Policy and Complaint Procedure

- Parties are to be provided supportive measures in an equitable manner and informed of any remedial or corrective actions that are instituted to resolve the complaint once a final determination is made.
- Complaints of sexual harassment are often sensitive, complex, and difficult to handle.
- There are informal, formal UCP, and Title IX designated processes described in responding to such complaints as outlined in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment.

Title IX Gender Equity

Key Elements:

Students have the right to an equal learning opportunity in their school's programs and activities (i.e., extracurricular, clubs, awards).

Students may not be required to take and/or may not be denied enrollment in a course because of actual or perceived sex, sexual orientation, gender, gender identity, gender expression, pregnancy, childbirth, termination of pregnancy, breastfeeding/lactation status, and related medical conditions.

- Students shall be provided with counseling and guidance, course access/instruction, participation in extra-curricular activities, programs and clubs, and administration of discipline that is not discriminatory.
- Sexual harassment of or by school employees or students is a form of gender discrimination and is prohibited.
- Students and/or parents who file a complaint are to be informed of the administrative investigation findings of the complaint.
- Schools shall offer student's equal opportunities to participate in physical education or play sports.
- Equipment, supplies, game and practice schedules, budgets, facilities, etc., offered to teams shall provide equal athletic opportunities for members of both sexes.
- No student applying for enrollment will be subject to discrimination on the basis of any of the protected categories above.
- Any complaints of discrimination shall be handled in a confidential manner. The District will not tolerate retaliation in any form against the complainant or any party involved in the investigation, for filing or participating in a complaint investigation.
- Review data related to such incidents to plan and increase site safety.
- The informal and formal processes for investigating the complaints are found in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment).

Intergroup Relations

Responsibilities of the Administrator:

- Take proactive steps to build and maintain safe, healthy, welcoming, and affirming learning and working environments, where students, staff, and families' identities and voices are represented, recognized, and valued.
- Provide activities for meaningful interactions between student, staff, and parent groups to promote an appreciation of diversity and a supportive school climate. Trainings, activities, and resources are available from the Office of Human Relations, Diversity and Equity.
- Make a concerted effort to affirm and engage student subgroups on the campus, such as newly arrived immigrants, sexual and gender diverse students, students with disabilities, in foster care, experiencing homelessness, and racial, cultural ethnic or religious minorities.
- Support schoolwide efforts to reduce misconduct and bullying by promoting pro-social behaviors.
- Follow the guidelines of BUL-5212 Bullying and Hazing Policy (Student-to-Student) for responding to allegations of bullying.
- Designate a point person for overseeing the school climate, bullying prevention efforts, and procedures for managing peaceful resolutions of conflicts (e.g., Restorative Practices and Peace Builders).

School Site Crisis Team

Responsibilities of the Administrator/Designee:

- Establish a safe, civil, and secure school environment.
- Establish a multi-disciplinary School Site Crisis Team, in accordance with the Integrated Safe School Plan.
- Ensure that the BUL-5800 Crisis Preparedness, Response and Recovery policy and all applicable protocols are implemented.

Suicide Prevention, Intervention and Postvention

Responsibilities of the Administrator:

- Designate Crisis Team Members/Suicide/Threat Prevention Liaisons (STPLs) in the ISSP's School Site Suicide/Threat Assessment Team.
- STPLs only assess students, not employees. For assessments of non-students, see BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult).
- Respond to reports of students at risk for suicide or exhibiting self-injurious behaviors immediately or as soon as practically possible.

- Monitor and follow-up to ensure that the risk has been mitigated through support and resources.
- Ensure that the Suicide Prevention, Intervention, and Postvention (SPIP) policy is implemented.
- Provide follow-up to relevant staff such as Region Operations, as needed.
- Report incidents in Incident System Tracking Accountability Report (iSTAR) as appropriate and update as needed.

Responsibility of all District employees:

- All District employees must complete the online Suicide Prevention and Awareness Training annually. The training certifies that employees know the warning signs and risk factors for suicide, as well as what to do if they are concerned about a student who might be suicidal. (See MEM-6910 Annual Suicide Prevention and Awareness Training.) If you have questions or concerns regarding the training, please contact your administrator.
- Inform the school site administrator/designee and/or STPL immediately or as soon as practically possible of concerns, reports, or behaviors relating to students who might be suicidal and/or engaging in self-injury.
- Adhere to the Suicide Prevention, Intervention, and Postvention (SPIP) policy.

Student Threat Assessment and Management

Responsibilities of the Administrator/Designee:

- Designate STPL in the ISSP's *School Site Suicide/Threat Assessment Team*.
- STPLs only assess students, not employees. For assessments of non-students, see BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult).
- Establish a multidisciplinary school site threat assessment team, in accordance with the ISSP *School Site Suicide/Threat Assessment Team*.
- Respond to reports of students exhibiting worrisome behaviors or making threats immediately or as soon as practically possible.
- Ensure that the Threat Assessment and Management (TAM) policy is implemented.
- Provide follow-up to relevant staff such as Region Operations, as needed.
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the TAM policy and act in accordance with the policy.
- Report any worrisome behaviors or suspected threats to the school site administrator/designee and/or STPL immediately or as soon as practically possible.
- Cooperate in any investigation by providing accurate, relevant information.

Employee or Associated Adult Workplace Violence, Bullying, and Threats

Responsibilities of the Administrator/Designee:

- Establish a safe and respectful school or workplace environment.
- Ensure that the BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) is implemented.
- Investigate and respond to any verbal or written reports of violence or threatening behavior.
- Monitor and follow-up to ensure that the behavior has stopped.
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) and act in accordance with the policy.
- Promptly report any suspected workplace violence behaviors to the site administrator or designee.
- Cooperate in the investigation of employee workplace violence complaints by providing relevant information.

Student Dress Code/Uniform Policy

Key Elements:

- Representatives from stakeholder groups will review the school's dress code yearly to ensure it complies with guidelines and gender neutrality enumerated in BUL-6494 Student Dress Codes and Uniforms.
- All students shall show proper attention to personal safety and suitability of clothing for school activities. Specialized school programs and classes, such as physical education, science lab, wood shop, or culinary arts, may require specialized attire or unique restrictions.
- The school may prohibit attire or paraphernalia with language or images that are vulgar, sexually explicit, discriminatory, libelous, promote illegal or violent content, or which could reasonably be foreseen to create a hostile environment among rival gangs, individuals, or groups.
- Urban fashion in and of itself is not "gang-related" apparel.
- Students may wear jewelry or attire representative of an established religious faith, including, but not limited to a crucifix, yarmulke, headscarf, or turban.
- Students may wear sun-protective clothing outdoors.
- Hair, sideburns, mustaches, and beards may be worn at any length or in any style, and clothing may be of any fashion, style, or design.
- Parents must be advised of uniform policies prior to the beginning of the academic year (or upon enrollment), informed that uniforms are voluntary, and, if needed, be assisted in securing financial assistance to obtain desired uniforms.

- School uniform policies are voluntary. A student's parent/guardian must be notified annually and may exercise the right to opt out of the school uniform policy, though the student must adhere to the student dress code. Students shall not be penalized academically, subject to any disciplinary action or disparaging treatment or denied attendance to school or participation in school activities for opting out of the uniform.
- Schools must identify financial resources for students who are not able to comply with the school uniform policy due to financial hardship; this includes provision of physical education uniforms at no cost if failure to have or wear appropriate apparel arises from circumstances beyond the control of the student.

2.8.2.4 Behavior Support and Formal Discipline

Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)

Access resources at https://www.lausd.org/PBIS_RP

Responsibilities of School Administrator:

- Cultivate a safe, healthy, welcoming, and affirming learning and working environment in each classroom and schoolwide through the development of an integrated, trauma and resilience informed Multi-Tiered Systems of Support framework to support the implementation of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP), including community and relationship building.
- Ensure a focus on prevention, common values, and shared accountabilities among school community members.
- Ensure that PBIS/RP are achieved through good first teaching, as well as differentiation and personalization of learning.
- Assume a leadership role in the Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Team . Everyone has a stake in responsible, respectful, and safe behavior at school. This forms a foundation and an atmosphere that promotes learning and instruction. Administrative leadership is an essential ingredient of that foundation.
- Establish the Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Team; support and monitor the team's implementation of the Schoolwide Discipline Plan; evaluate the outcomes; and modify strategies as needed.
- Ensure school procedures effectively support the collection of data that accurately reflects school wide, classroom, and individual student social-emotional development and behavioral needs.
- Inform all students and parents/guardians at the beginning of each academic year or as students enroll about the school's behavioral expectations, responsibilities, and procedures.

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- Ensure that students, parents/guardians, and staff have access to copies of the Schoolwide Discipline Plan, that all stakeholders understand their responsibilities in learning the behavioral expectations, and the reinforcement and corrective procedures.
- Provide staff development on strategies, methods, and tools of implementing the school-discipline plan through a multi-tiered system of support including positive behavior interventions and supports, restorative practices, social emotional learning, and trauma-resilience informed strategies.

Responsibilities of School Staff:

- Develop healthy, positive relationships with students, staff, and families.
- Use a multi-tiered system of support with a focus on prevention.
- Identify, teach, model, and reinforce schoolwide and classroom behavioral expectations and correct misbehavior with an emphasis on teaching.
- Establish structure and a sense of safety and belonging by developing predictable routines, using effective management strategies, co-regulation, community building, and trauma-resilience informed approaches, as well as the active teaching of pro-social and stress reduction behaviors and strategies.
- Utilize office discipline referral data, Tiered Fidelity Inventory (TFI), School Experience Survey data, and other school climate and discipline data to identify professional development needs, organize support systems for staff and students, and to analyze effectiveness of instruction on behavioral expectations.
- Utilize school resources including, but not limited to, IEP, SSPT, and Section 504 Plan to develop behavior plans for students who exhibit behavioral challenges and implement these behavior plans.
- Partner with parent/guardian and engage in parent education and support, as necessary to support appropriate student behavior.

Formal Discipline

Responsibilities of the Principal/Principal's Administrative Designee:

- Ensure that the District's policy and procedures regarding student suspension and expulsion are fully implemented.
- Designate discipline staff and provide training focusing on investigation of student misconduct and school-site procedures of formal student discipline, including student suspension and expulsion.
- Ensure that recommendations for expulsion are made when students violate CA E.C. § 48915(c) except for sexual misconduct that requires Title IX procedures prior to student discipline. For detailed information regarding Title IX procedures, refer to BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment).

- The school principal will ensure that the school follows District policy and procedures regarding formal student discipline and fulfills responsibilities to attend or send an administrative designee who has first-hand information to present an expulsion case as well as appropriate witness(es) to testify during the expulsion hearing.

Responsibilities of Designated Discipline Staff:

- Conduct a thorough investigation, collaborate with other school staff and law enforcement, when necessary, and provide evidence to the school principal/designee for a decision on the formal discipline.
- Notify the parent/guardian/education rights holder (ERH) in a timely manner whenever their child is referred for disciplinary action.
- Enter all suspension information (school suspension, in-school suspension, and class suspension) into MiSiS accurately and record all other means of correction. Refer to BUL-5808 Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS).
- Advise the parent/guardian/ERH regarding the appeal process whenever the parent/guardian/ERH disagrees with the administrator's decision to suspend.
- Prohibit the use of "informal suspension" (e.g., telling a parent to keep a child home without an official suspension notice, or sending a student home without an official Pupil Suspension Notice); refer to BUL-5655 Guidelines for Student Suspension.

Suspension Guidelines:

Refer to BUL-5655 Guidelines for Student Suspension.

- Students are only to be suspended from school when they have committed an act listed under CA E.C. § 48900, CA E.C. § 48900.2, CA E.C. § 48900.3, CA E.C. § 48900.4, CA E.C. § 48900.7, or CA E.C. § 48915.
- Students enrolled in kindergarten and grades 1 to 3 shall not be suspended or expelled due to disruption [CA E.C. § 48900 (k)(1)] sexual harassment (CA E.C. § 48900.2), an act of hate violence (CA E.C. § 48900.3), or threats and intimidation against district personnel or pupils (CA E.C. § 48900.4).
- Students may not be suspended from school for any reasons, for more than five (5) consecutive school days.
- "Informal suspension" is prohibited. (e.g., parent told to keep child at home without an official suspension notice or sending a student home without an official Pupil Suspension Notice).
- Extended suspension due to the parent's failure to attend a conference with school officials is prohibited.
- Suspending in absentia (when a student is suspended without being afforded an opportunity to discuss the misconduct) is a violation of the student's due process rights, unless an emergency situation is determined. (Refer to Section IV. C. of this bulletin)

- Students in general education shall not be suspended for more than 20 school days in any school year (30 days if student transfers to another school). A student who has a Section 504 plan is considered as a general education student and can be suspended for the same number of days as a general education student. With the exception to drug or alcohol related offenses, at 10 days of suspension, there must be an analysis in a Section 504 Manifestation Determination meeting to review and, if appropriate, modify the current Section 504 Plan, including updating or developing appropriate accommodations as warranted.
- Students in special education shall not be suspended for more than **10** school days in any school year. Refer to the LAUSD Special Education Electronic Policy and Procedures Manual (e-PPM).
- Problems with truancy, tardiness, and/or other attendance-related issues cannot be grounds for suspension.
- Once a student has been issued a school or in-school suspension, the suspension can only be overturned by the Region Administrator of Operations through an appeal process. Refer to BUL-5655 Guidelines for Student Suspension.
- Appeal of a class suspension shall be handled by the principal. A parent may appeal a class suspension by a teacher to the school principal. Only the principal can rescind a class suspension.

A teacher may suspend a student from class for any of the acts enumerated in CA E.C. § 48900 except for the student misconduct of willful defiance as described in CA E.C. § 48900 (k)(1).

1. A teacher may suspend a student from class for any of the acts enumerated in E.C. 48900, except for the student misconduct of willful defiance as described in E.C. Section 48900 (k)(1), per District policy.
2. A teacher should report the suspension to the principal and send the student to the principal/designee for appropriate action, which includes appropriate supervision. Refer to BUL-5655 Guidelines for Student Suspension and CA E.C. § 48910.
3. A student shall not be placed in another regular class during the period of suspension.
4. The student shall not return to the class during the period of suspension without the concurrence of the principal and the teacher. If the student is assigned to more than one class per day, the student must attend the classes from which the student was not suspended. Refer to CA E.C. § 48910.
5. A student can be suspended from class for the remainder of that day (elementary) or period (secondary) and for the following day or period when the class meets. Refer to CA E.C. § 48910.
6. School staff may assign a student who was suspended for any of the reasons enumerated in CA E.C. § 48900 and CA E.C. § 48900.2 to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger

or threat to the campus, students, or staff, or if an action to expel the student has not been initiated. Refer to CA E.C. § 48911.1.

Opportunity Transfer Guidelines:

Refer to BUL-6362 Opportunity Transfer (O.T.) – Policy and Procedures.

- An Opportunity Transfer (O.T.) is a carefully planned school- or District-initiated transfer of a student within LAUSD schools for remedial and/or corrective reasons. It is issued as an alternative means of correction to address student misconduct after prior interventions have failed to bring about proper conduct or when the student's continued enrollment at the current school presents a safety risk to others. The purpose of an O.T. is to minimize factors that interrupt the academic process, and thus to create a school climate that is safe and conducive to learning for all. To minimize disruption to the academic process, an O.T. may not be issued or terminated within the last six weeks of each semester. All student transfers shall be recorded and documented in the District's My Integrated Student Information System (MiSiS).
- An O.T. may not exceed one calendar year unless both the parent/ERH and the school agree.
- An O.T. may be issued only one time during the student's attendance in elementary school, twice during middle school, and twice during high school.
- It is the responsibility of the sending school to ensure that the student has enrolled at the receiving school. If an O.T. is cancelled, Attachment D of BUL-6362 Opportunity Transfer (O.T.) – Policy and Procedures must be submitted to the Region Administrator of Operations (AOO).
- If an O.T. is cancelled, the cancelling school must ensure that the student has re-enrolled back to the original sending school.
- The O.T. process does not apply to a student with a disability who has an IEP.
    - To ensure a change of placement is appropriate, an IEP team must convene and conduct a thorough review of the student's program and services, including a "Manifestation Determination Analysis (MDA)" to ensure that the student's Behavior Intervention Plan (BIP) is appropriately developed or modified.
- With the exception to drug or alcohol related offenses, students with a Section 504 Plan may not be transferred through the O.T. process until a manifestation determination meeting has been held and the team determined that: (1) the conduct in question was not caused by, or had a direct and substantial relationship to, the child's disability; or (2) the conduct was not the direct result of the District's failure to implement the Section 504 Plan. For detailed guidelines, refer to BUL-4692 Section 504 of the Rehabilitation Act of 1973.
- The "Stay Put" clause in federal law (Individuals with Disabilities Education Improvement Act [IDEIA]) prohibits schools from changing the placement of a student

with an IEP for discipline purposes if a parent disagrees with the IEP (The exception to this prohibition is the authorized 45-day alternative placement when the violation involves weapons, drugs or inflicting serious bodily injury as defined in IDEIA and District policy).

Expulsion Guidelines:

Refer to BUL-6050 Expulsion of Students - Policy and Procedures

- School principals are required to recommend the expulsion of any student who engages in behavior described in CA E.C. § 48915(c).
- A student who is recommended for expulsion is entitled to an educational placement the day following the last day of their suspension (e.g., day six of a five-day suspension).
- For a student with an IEP, a comprehensive Expulsion Analysis IEP meeting must be conducted, which includes an MDA, prior to recommending the student for expulsion.
- With the exception to drug or alcohol related offenses, students with disabilities served under Section 504 must have an MDA conducted and any appropriate updates to their Section 504 plans (as warranted) must be considered, prior to recommending the student for expulsion.
- No student can be expelled by the Board of Education unless direct evidence, in the form of oral testimony, is presented at the District's administrative (Expulsion Review Committee [ERC]) hearing.

Maintenance of CA E.C. § 49069.7 Information:

Refer to BUL-3927 Mandated Reporting of Certain Behavior.

- Pursuant to CA E.C. § 49079 (a), a school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of CA E.C. § 48900 or in CA E.C. § 48900.2, 48900.3, 48900.4, or 48900.7.
- The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or received from a law enforcement agency, regarding a pupil described in this section.
- 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.
- Each teacher informed of CA E.C. § 49079 students shall be advised of the opportunity to review the student's records and shall be admonished regarding the confidentiality of information.
- Any information referring to CA E.C. § 48900 et seq. offenses shall be made available to each student's teacher from the current school year and three previous school years through MiSiS. After this time frame, access to a student's record will not be available to the teacher, consistent with CA E.C. § 49079.

- In MiSiS, all discipline offenses except for "3.6 - Possessed or used tobacco" trigger a CA E.C. § 49079 "D" Alert on the corresponding student's profile. To view a comprehensive list of students with an CA E.C. § 49079 alert, generate the Student Referral Report. In the report parameters, select "none" for Counseling Referral Reason, and deselect "3.6 - Possessed or used tobacco" from the Discipline Referral Reason. Refer to BUL-5808 Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS), August 29, 2022.
- The MiSiS Attendance Roster List view displays a "D" on the Alerts Column for students with a discipline file, consistent with CA E.C. § 49079. Teachers can click on the student profile and view any discipline by clicking on Support > Referrals, which will display discipline from the current school year and three previous years.

Guidelines When a Student Described in CA E.C. §49079 Is Transferred to Another LAUSD School:

When a student transfers between LAUSD schools, the receiving principal/designee will have access to the MiSiS discipline referral offenses noted in CA E.C. § 49079. Refer to BUL-3927 Mandated Reporting of Certain Behavior, November 21, 2022.

Responsibilities of Juvenile Courts:

- Welfare and Institutions Code (W.I.C.) Section 827 (b)(2) mandates that the Juvenile Courts submit to the superintendent of the district of attendance written notice whenever a minor who is enrolled in any of grades K through 12 has been found by the court to have committed any of certain specified offenses.
- The information furnished by the Juvenile Court shall be expeditiously transmitted to the principal at the school of attendance. The principal must expeditiously disseminate the information to those counselors directly supervising or reporting on the behavior or progress of the student. In addition, the principal shall disseminate the information to any teacher or administrator directly supervising or reporting on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate fashion to avoid being needlessly vulnerable or to protect others from needless vulnerability.
- If a notice from the juvenile court is received by a school, the school should contact Student Health and Human Services, Student Support Programs, for assistance.
- Any information received by a teacher, counselor, or administrator shall be confidential and used only for the limited purpose noted above, and may not be further disseminated.

2.8.2.5 Facilities-Related

Key Control

2. Plan Development

Responsibilities of the Administrator:

- Maintain in writing current records of the distribution of all keys.
- Maintain a key safe or school vault in which keys that have not been issued are to be stored every night. Ensure that when not in the possession of authorized school staff, all keys, including custodial keys, are to be kept in a locked key safe or vault.
- Arrange to have all exterior doors of buildings opened and closed, as necessary.

Key Distribution:

- Master Keys: It is important to keep the number of master and specialized keys to a minimum to maintain site security. Master keys ("A" and "K") shall be issued only to the plant manager and administrative staff. In addition, a maximum of five master keys may be requested for use by disaster emergency teams. These shall be maintained on a single ring at the site (in the key safe or vault) for emergency use only and are not to be used for other purposes.
- Sub-master Keys: Sub-master keys are to be issued only to school personnel who absolutely need them in the daily course of their responsibilities. They shall be returned to the key safe or vault nightly.
- Classroom Teacher Keys: Classroom teachers are to be issued only the keys to their classroom, storeroom, and cabinets and will be responsible for said keys. At no time shall a classroom teacher be issued a master key.
- Substitute Teacher Keys: Keys issued to substitute teachers and other District employees (maintenance, etc.) shall be returned daily.
- Alarm Keys: Three alarm keys will be issued to the site administrator who will be responsible for these keys. The administrator will designate the keys accordingly. No site will be issued more than three intrusion alarm keys without approval of the School Police Chief.

Key Control Guidelines:

- Staff members shall be notified that unauthorized possession by any person, including employees, of any site key is a misdemeanor (CA PEN § 469).
- Keys are never to be kept in classroom cupboards, filing cabinets, in or on teachers' desks, offices, or in staff mailboxes.
- Keys are never to be in the possession of students without the expressed written permission of the site key administrator. Keys are not to be loaned to students to open doors or gates.
- Staff is to be advised that prior to leaving any room, office, or work location, it is the employees' responsibility to double check that all doors and windows are closed shut and locked.

- Authorized personnel needing keys for the weekend or holiday activities will be issued keys which limit access to the room or area necessary for the weekend assignment. Prior written approval by the site key administrator must be obtained.
- At sites equipped with intrusion alarm systems, the School Police must be notified the week before the weekend or holiday that authorized personnel are scheduled to enter the site.
- All keys shall be checked and left with the site key administrator at the end of the school year or in the event of an assignment change.

Loss or Theft of Keys

The loss or theft of keys shall be reported to the Region Office and School Police (at 213-625-6631). In addition, the Maintenance and Operations Central Shops Lock Department shall be notified by creating an emergency service call. The Lock Department will immediately rekey sensitive areas (such as the library, computer lab, cum room, etc.) only.

Plant Inspections

Responsibilities of the Designee for Inspecting the Campus Regularly:

Inspect the campus regularly for the following conditions and heed the following:

- All nonstructural hazards in classrooms and other sites where students are served will be eliminated.
- All damage to fences will be reported and corrected as soon as possible.
- All graffiti must be removed as soon as possible (take photographs if necessary).
- All litter must be removed as soon as possible.
- Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
- All nonfunctioning lighting fixtures must be reported and corrected as soon as possible.
- Ensure that the following signs are posted, visible, and legible: Visitors' policy, a drug, tobacco, weapon and violence-free school, and nondiscrimination and sexual harassment prevention policies.
- The designated person shall be responsible for contacting the appropriate Maintenance and Operation department or District Unit responsible for correcting or repairing any hazardous or unsafe element on the school campus.

Restroom Cleanliness

Responsibilities of the Administrator:

- Site plans for each secondary school are to specify where student restrooms are located and when they will be open each day, and that they are adequate to serve student needs.

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- Provide adequate supervision of restroom areas throughout the school day.
- Announce and encourage all students, including student leadership, to prevent vandalism and keep restroom areas clean.
- Involve parents in setting behavior standards to maintain clean, functioning restrooms on campus.
- Post notices to stakeholders, “Important Information About Your Complaint Rights Williams Legislation” in each classroom visible to stakeholders.
- Maintain Williams’ complaint forms in the school or district office.

Responsibilities of the Plant Manager:

- Randomly monitor restrooms daily, conduct daily observation Emergency routes and paths of travel used to and from of any fixtures needing repair, and place a “trouble call” to report needed repairs.
- At secondary schools, supervise and monitor restroom attendant personnel.
- Before students arrive at school each day, inspect student restrooms to ensure that overnight crews have cleaned and stocked each restroom with paper and soap supplies.
- Assign restroom attendant or custodial staff so that, at a minimum of twice during each day, restrooms are spot-cleaned, cleared of trash, restocked with soap and paper supplies, and have floors that are dry and hazard-free.
- Schedule with the appropriate Maintenance and Operations department the “deep cleaning” of all restrooms three times per year.
- Complete and maintain daily restroom service logs at a disclosed site on the school campus.

Inventory/Marking of School Equipment/Property/Record Retention

Responsibilities of the Administrator:

- Responsibility for all school property rests with the principal.
- Teachers and other employees are held responsible for the care of all school property in their control.
- The principal ensures that District equipment are not loaned to any District employee, group, or other persons for personal use.
- Property is to be inventoried, marked as required and records must be maintained in accordance with the District’s record retention policy.

For more detailed instructions regarding equipment inventory, please refer to the following bulletins and reference guide:

- BUL-953 Control of Site Equipment, CA E.C. § 35168. This bulletin and education code requires school districts to maintain inventory records of equipment whose current market value exceeds $500. These records must contain a description of the equipment,

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manufacturer's name, identification numbers, original cost, date of acquisition, the location of use, and the date and method of disposal, if applicable.

- BUL-3508 Inventory Requirements for Equipment Purchased with Categorical Program Funds. This policy bulletin outlines federal and state guidelines for requiring an inventory for equipment purchased with categorical funds at school sites and offices, including equipment previously purchased through the Imprest fund or with the Procurement Card (P-Card). P-Card and Imprest purchases are not allowable with Title I funds. The equipment must be maintained and readily available for examination. Equipment inventories are subject to review at any time by federal and state auditors for equipment costing a total of $500 or more.)
- BUL-1158 Accounting for Supplies and Equipment Purchases. The California School Accounting Manual states that expenditures are required to be classified by "objects" to provide consistency in financial reporting among school districts. Additionally, the District is required to adhere to Government Accounting Standards Board Statement No. 34 to separately account for all fixed assets (land, buildings, equipment, etc.) and report depreciation on those assets accordingly.
- REF-71300 Record Retention for School Sites. This reference guide provides details for managing records at school sites and retention schedule listing records typically found at school sites.

2.8.2.6 School Arrival/Departure Plans

Traffic Patterns and Drop-off/Pick-up Points

Responsibilities of the Administrator:

- Work with OEHS or School Police to develop an appropriate drop-off and pick-up plan.
- Ensure through daily monitoring by designated staff that loading and unloading areas are "curbside" and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- Confer with School Police as necessary to establish traffic patterns, and drop-off and pick-up points that ensure student safety and minimize traffic congestion.

Safe Passage To and From School

Responsibilities of the Administrator:

- Collaborate with the Office of Environmental Health and Safety (OEHS) to assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc. OEHS may be reached at (213) 241-3199.
- Work with the Safe School Collaborative on safe passage and attend local law enforcement agencies Safety Collaborative meetings. For more information, please contact Division of School Operations at (213) 241-7921.

- At elementary schools, encourage parents to walk their children to school.
- Visit the OEHS Safe School Traffic Program webpage for current documents and resources. The Principal should ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Inform students, staff, and parents of designated student drop-off and pickup points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year.
- Report continuing traffic noncompliance problems to School Police at (213) 625-6631 or local enforcement agency.
- Ensure bus loading areas are designated and that loading and unloading of passengers takes place only within these areas.

2.8.3 Attendance/Engagement and Dropout Prevention

Responsible Administrator:

LAUSD Strategic Plan: Pillar 2D: Outstanding Attendance

Ensure outstanding attendance to support in-class learning

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures,
- Ensure appropriate attendance, enrollment and withdrawal procedures are in place. Review the following resources:
    - MyPLN Training: Pupil Services and Attendance Essential Tips to Support Policy and Compliance, Best Practices to Eliminate Audit Findings
    - Presentation: Essential Tips to Support Policy and Compliance, Best Practices to Eliminate Audit Findings.
- Track, monitor and regularly share attendance/engagement data with stakeholders.
- For a comprehensive list of activities, resources, and materials of the iAttend attendance initiative, visit the Pupil Services website and School Enrollment and Attendance Schoology group (Access Code: D4GT-DTTH-59Z3V).

Truancy/Tardiness Abatement

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures.
- Ensure that students and parents are informed of the school attendance and tardy policy, as well as all applicable laws relating to compulsory attendance.
- Ensure that the attendance team and school staff including the Pupil Services and Attendance Counselor are coordinating efforts on attendance expectations and outreach.

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Responsibilities of the Teacher:

- Conduct outreach to build relationships with students and caregivers throughout the year, as appropriate, to support engagement and establish rapport/connections.
- Ensure that personal phone calls to home are made (by teacher and/or other designated staff) when students are absent.
- Ensure that attendance is submitted within the first 15 minutes of each class or period (or as required in alignment with current distance learning attendance taking guidelines, if applicable).
- Ensure that all absence reason codes, and times (if applicable) are entered.

CA E.C. § 48200 Compulsory Attendance Law:

Each person between the ages of 6 and 18 years, not exempted, shall attend the public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full time day school or continuation school or classes for the full-time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

Intervention for At-Promise Students

Responsibilities of the Administrator:

- Ensure that At-Promise Students are immediately enrolled, even if they are missing academic and medical records, immunization records, proof of residency, a school uniform, or if they owe fees or materials to their prior school.
- Ensure that the Pupil Services and Attendance (PSA) Counselor or a designated staff member is assigned to coordinate school attendance, dropout prevention, and recovery efforts.
- Ensure that an Attendance Team/Multidisciplinary is in place to provide outreach and support for students that have disengaged.
- Ensure that school staff support attendance and dropout prevention efforts.
- Ensure coordination of services and supports with the A-G Diploma Program Counselor, Specialized Student Services Counselor, and Pupil Services Attendance Counselor (high school only) and other designated staff.
- Ensure that all school staff have read and follow:
    - BUL-4926 Enrollment, Attendance, and Withdrawal Policies and Procedures
    - BUL-6718 Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System
    - BUL-6231 Discipline Foundation Policy

  - BUL-6730 A Multi-Tiered System of Support Framework for the Student Support and Progress Team
  - REF-43782 Implementing a Multi-Tiered System of Supports Framework
  - Pupil Services and Attendance SharePoint - Due Diligence Efforts- Steps to Follow Prior to Withdrawing Students Quick Guide.pdf - AllDoc
- Ensure that schools implement a tiered system of support to address student attendance.
- Ensure that school staff are trained and have access to LAUSD student information systems such as MyData, MiSiS, Focus, and Elevate, as well as classroom referrals to help identify and monitor/track at-promise students.
- Ensure that transition programs are in place to support incoming students and matriculating students as they adjust to their new classroom and school environments.
- Ensure that the school climate welcomes and invites parent involvement through a parent center, parent conferences, parent meetings, personalized phone calls to parents, and that selected staff makes home visits when necessary to engage parents in their student's educational needs.
- Ensure that there is a multidisciplinary team that looks at student and school data on attendance, withdrawal, and dropout information to make decisions at the school regarding student intervention programs and policies.
- Ensure the multidisciplinary team consists of appropriate non-classroom personnel, such as, Pupil Services and Attendance Counselor, Psychiatric Social Worker, deans, and APSCS and other designated staff.

Responsibilities of the Multidisciplinary Team:

- Meet regularly to review attendance/engagement data and coordinate services and supports.
- Meet regularly to ensure the implementation and monitoring of a multi-tiered system of support for student attendance.
- Assess student, student subgroup and schoolwide data, establish a uniform referral process, and provide consistent follow-up on referrals.

Responsibilities of Staff:

- Staff is trained and aware of District mandates and procedures with respect to school attendance, withdrawals, dropout prevention, and recovery.
- School staff identifies and monitors students who are not making progress and coordinates with instructional staff to make needed adjustments to support student academic progress.
- Collaborate in the delivery of services to students.
- Be aware of and utilize resources both within the school and in the community.
- School staff systematically monitors, updates, and reviews student records.

- System for personalized interventions for students at risk of dropping out of school or who have recently left school.

Responsibilities of the Administrator:

- Create a school culture that reflects mutual support, caring, and safety for everyone.
- Ensure that selected school staff are trained on all District and non-District educational alternative placement options and that there is a process in place for referring at-promise students for educational supports and, when appropriate, to educational alternative placements, such as, but not limited to, community college classes, continuation schools, AC^{2}T, or Division of Adult and Career Education.
- Ensure that school staff are trained to work with at-promise students and utilize available resources to assist those students, such as, training on how to complete accurate enrollments and checkouts in MiSiS, how to identify at-promise students based on multiple risk factors (using reports such as those in MyData), how to create a welcoming, safe, and supportive school culture for all students, and how to link students/families up to necessary resources (academic, food, clothing, tutoring, etc.) to help students achieve their high school diplomas.
- Ensure that their school has a variety of academic programs in place to meet the individual needs of students at-risk for school failure or dropout, concurrent enrollment in ROP classes, online courses, summer school, tutoring, other credit recovery options and community resources.
- Ensure that student records are accurate. This includes ensuring that school clerical staff are trained on how to accurately enter student data into MiSiS upon enrollment and withdrawal (i.e., correct leave/enrollment codes are being used, upon every withdrawal, and student records are sent to the next school of enrollment in a timely manner).
- Students who are transferring between LAUSD schools should be auto withdrawn in MiSiS by the receiving school; when the transfer is out of LAUSD, a school may only withdraw upon receipt of records request from the receiving school. School personnel should document as much information as possible, including a destination, school, address, phone number and contact information. The school should also attempt to collect the “Parent Assurance Letter”.
- Schools may withdraw students upon receipt of a records request from another school or program outside of LAUSD. Schools should document all records requests in MiSiS: MiSiS Enrollment Job Aids. (Select “Entering Student Record Request” under “Withdrawal/No Show.”)
- The school has partnerships and collaborates with community agencies that can provide resources and options to students who are at risk of school failure and dropping out of school.

Responsibilities of School Staff:

- Work with parents/guardians and students to systematically monitor and follow-up with students regarding the supports/interventions and referrals provided to ensure access and effectiveness.
- School staff reviews student-level data to identify which students require supplemental educational services (i.e., tutoring, online courses, etc.,) and link those students and parents to the educational resources they need.
- All staff work collaboratively to identify students in need of prevention/intervention.

System to Recover, Enroll, or Provide Alternative Education Referrals

Responsibilities of the Administrator:

- Assign a multidisciplinary team of school staff to work collaboratively on clearing/locating and recovering students listed as lost transfers and whereabouts unknown (L8's).
- Ensure that staff is trained and follow all bulletins, memos, and reference guides regarding LAUSD policy for non-grads and 5th year seniors, and provisions for students continuing beyond their fourth year of high school (e.g., students who are homeless, in foster care, English Learners, students with IEPs).
- Ensure that school staff knows how to re-enroll or provide educational alternative options to students who may have left school for a period of time but have chosen to return to school and work towards their high school diploma.
- Students matriculating and/or transferring within LAUSD shall provide updates through the required annually disseminated forms. Schools shall not require matriculating students to complete a new Student Enrollment Form or to provide additional documentation for address verification (with specific exceptions related to charter schools).
- Require appropriate staff to run/review monthly reports on all withdrawals each month and ensure that designated staff follows up to find out if students are currently enrolled.
- Communicate to staff the importance of accurate record-keeping and tracking.
- Ensure that all due diligence efforts have been made prior to withdrawing students; for students whose whereabouts are known and are not attending, schools are to contact the Region PSA Administrator for Resource Panel/SARB referral.

Responsibility of Staff:

- Staff clearly defines their role in recovering dropout students to avoid duplication of services.
- School support staff and clerical staff stay up to date on all new District bulletins, reference guides, and memoranda relating to the input of student information into MiSiS.
- Staff provides parents/guardians and students with information about their educational rights and options available to help them be successful in school.

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2.8.4 Parent and Community Engagement

Parents are encouraged to provide a healthy diet, promote physical activity, and ensure overall good health and wellness for their child. Parents are also encouraged to participate in the planning for their child's academic progress and success. School-based and District staff are available for families, including Family and Student Navigators, Psychologists, and Social Workers to support their child's academic achievement physical and mental health care, and basic needs. To learn about services available, parents are encouraged to visit the Los Angeles Unified Healthy Start webpage at https://www.lausd.org/healthystart where they may access school-integrated services that help meet the physical and mental needs of students.

Student Health and Human Services Division (SHHS) personnel may arrange for various services that support student achievement and success, as well as parent and family resources and information. You may contact SHHS Division and request assistance by calling their Student and Family Wellness Hotline at (213) 241-3840. Personnel on this hotline may offer referrals in the areas of mental health, immunizations, health insurance, food and housing, enrollment and much more. When children have access to social and emotional services, they build a healthy foundation as they grow and develop into mentally and physically healthy citizens and adults.

Engaging families in topics aligned to safety, wellness, and other topics of focus for the District is foundational to accelerating student outcomes and overall family wellness. A bundle of modules with content for school leadership to engage families in training and learning about safety topics, including Substance Use and Fentanyl Awareness, are available for download by visiting lausd.org/sface and in the Principal's Portal. A LAUSD Single Sign On is required to access family engagement content.

The Office of Student, Family and Community Engagement also assists families by linking them to resources, workshops, and courses in the areas of the councils and committees, school volunteers, Parent Portal, understanding data and school budgeting, for example. Families may visit https://www.lausd.org/pcss#calendar28405/20240523/month or email families@lausd.net for more information.

Families and personnel are encouraged to learn more about the following family engagement programs:

- **Parent Portal:** The Parent Portal includes valuable student information, including attendance trends, bus transportation route information and bus transportation requests for all families, academic support services, and individual plans such as the Individual Graduation Plan, Individual Education Plan, and English Learner Progress. Visit lausdapp.lausd.net to access these resources and call your school site or the Los Angeles Family Hotline for assistance.
- **School Volunteer Program:** State and federal guidelines provide our families with the opportunity to volunteer at their child's school site. Volunteer applications are to be processed by each school site under a period of 30 days, and volunteers are to be

provided with training using the District's volunteer orientation module. The module communicates volunteer expectations and District policies. Prospective school volunteers may learn about volunteering by visiting https://www.lausd.org/volunteer. There are three Tiers with unique requirements informed by the types of volunteer duties. Parents may contact their school site for further guidance.

- **Family Academy and Region Ambassadors**: The Los Angeles Unified initiated a Family Academy to offer families with workshops as well as course experiences linking families to educational pathways offered by the Division of Adult and Career Education (DACE). DACE offers cohort-centered courses known as Family Equity Course Pathways. The curriculum is organized as a 7-class course where families engage with culturally relevant curriculum. Choose from one of four pathways: multilingual learners, Black and African American learners, youngest learners, and learners with exceptional needs. Families may register by visiting https://www.lausd.org/familyacademy. The Family Academy also offers families webinar and in-person workshops, as well as a series of Region Ambassadors. The Region Ambassador pathways feature learning about Students with Special Needs, English Learners (Emerging Bilinguals) and the Local Control and Accountability Plan (LCAP). The schedule of learning is available at lausd.org/ambassadors.

3. Incident Command System

3.1 Incident Command

The Incident Command System (ICS) is used by first responders, government agencies, private sector business and non-profit groups to manage emergencies, crises, and disasters nationwide, as well as planned events. LAUSD also uses ICS, which is a system that groups people by functions according to aptitude and skills, instead of rank/title. Every position reports to someone (see the School ICS Organization Chart in this section), which greatly facilitates the flow of information and resources among the multiple teams participating in response to an emergency. ICS consists of the following five functions:

- Command (Management in the LAUSD EOC)
- Operations
- Planning & Intelligence
- Logistics
- Finance & Administration

The organization depicted on the School ICS Organization Chart can be expanded or abridged to meet the scope of the emergency/planned event. Not every emergency/planned event will require (activate) all of the teams or positions listed on the chart.

ICS can be adapted for schools with limited personnel. If no one is assigned to an ICS position, it is understood that the person who manages that position is performing, the responsibilities of the unfilled position. For example, in some emergencies/planned events, the Incident Commander may not assign a person to oversee finance. In that case, the Incident Commander is still responsible for all applicable Finance and Administration responsibilities, such as financial documentation for potential recovery. Note that to optimally fulfill some of the emergency team duties, members should have training, preparation opportunities, and practice through drills.

Region Operations Centers (ROC): During some emergencies, crises or planned events, the ROC may be activated to provide immediate support to the schools. In such cases, the school is expected to maintain open and ongoing communications with the ROC, typically through their Operations Coordinator. Refer to the LAUSD Region Operations Center (ROC) Guide for more information.

Emergency Operations Center (EOC): When the emergency or crisis or planned event impacts a great geographical portion of the District and/or has numerous significant operational impacts beyond a school's or ROC's ability to manage, the L.A. Unified (EOC) may be activated. The EOC is responsible for coordinating resources and maintaining situational awareness Districtwide. For more information regarding the EOC, access the LAUSD EOP Handbook for Emergency Operations Center Responders. The school's Incident Commander will keep the EOC updated, in most cases through their Region and/or through the School Emergency Status Report (SESR).

3. Incident Command System

Schools will be notified if the SESR is activated and if schools are expected to update their status through the SESR. More information regarding SESR can be found at: https://sesr.lausd.net.

It is recommended that team members and other District employees take Community Emergency Response Team (CERT) training. This hands-on disaster training is offered by local fire departments. LAUSD personnel can learn more about ICS by taking online video training courses STEPS 400, 420 and 421, available through MyPLN. Additional online emergency management classes appropriate for District employees are offered by the Federal Emergency Management Agency (FEMA) and are linked at https://www.lausd.org/fema.

Incident Command RALLION, MARIE FRANCE; LANGLEY, SHARON

During an emergency, the Incident Commander (IC) is responsible for setting the response objectives and directing activities from a designated Command Post. All functions report to the IC. To effectively direct response actions, the IC must constantly assess the situation and develop and implement appropriate strategies. The IC must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. At a school, these functions are typically directed by the principal or designee as the Incident Commander. The principal is assisted in carrying out this role by a Public Information Officer and Safety Coordinator, as needed. The IC should use “management by objectives” by setting specific goals and objectives for the total response. The objectives should be SMART, which is an acronym for Specific, Measurable, Achievable, Relevant and Timely.

Planning/Intelligence Section LANGLEY, SHARON; RALLION, MARIE FRANCE

During an emergency, the ICS Planning and Intelligence section uses various methods and resources to efficiently gather information, analyze and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under ICS, this function is supported by a Documentation/Communication position, who reports directly to the Incident Commander (principal) if a Planning/Intelligence Lead is not assigned. The ICS Planning and Intelligence Section also predicts future needs, observes trends, and constantly answers the following questions regarding the emergency:

- How big is this problem?
- Who is affected?
- What are we going to need in the next hour, day, or week?

Planning and Intelligence people are forward thinkers. They like to seek out facts and trends and make informed predictions.

Operations Section RALLION, MARIE FRANCE; LANGLEY, SHARON

3. Incident Command System

Under ICS, all tactics for the emergency response are implemented under the Operations function. Many school site emergencies are complex enough for the Incident Commander to assign an Operations Section Lead. This function is supported by staff reporting to the Operations Lead who have responsibilities such as rendering medical assistance, crisis intervention, search and rescue, site security, damage assessment, evacuations, access and functional needs support, and the release of students to parents. Within LAUSD, these activities are performed by the following teams:

- Triage Team
- School Site Crisis Team
- Search and Rescue Teams
- Access and Functional Needs Position
- Security/Utilities Team
- Fire Suppression/HazMat Team
- Assembly Area Team
- Request Gate Team
- Reunion Gate Team

Operations people are “Problem Solvers” who can work in a non-structured environment. These are the “Doers.”

Logistics Section RALLION, MARIE FRANCE; LANGLEY, SHARON

The Logistics section manages resources and provides all incident support needs such as facilities, transportation, communications, and supplies/equipment. Logistics supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; and providing supplies, resources, equipment, and services, including food service and adjusting meal schedules and menus, as needed. Within LAUSD, these activities are performed by Supply/Equipment Team, Hygiene Team, and Transportation Support Team if activated and they report to the Logistics Section Lead. When the Operations Section needs something, they get it from the Logistics Section. Logistics works closely with the Planning and Intelligence Section to develop resources for future needs. These people are the “Getters.” A natural choice may be your plant manager or other building and grounds employees.

Finance/Administration YOO, HYON DOUK; LANGLEY, SHARON

The Finance/Administration function of ICS involves the purchasing of all necessary materials, tracking financial records, timekeeping for school site and responding District staff, and recovering school records after an emergency. These people are known as the “Payers.” They keep track of personnel time and costs, which are sometimes divided into two positions reporting to a Finance Section Lead. A natural person for this function would be your payroll clerk, who knows everyone who works on campus. Another choice may be your financial manager or other office staff member.

3.2 Command Team

The Command Team is responsible for directing school emergency response activities. The

Command Team is led by the principal or designee, who is the Incident Commander. The Command Team includes the school's Public Information Officer, the Safety Coordinator, and the Team Leads for each of the other four functions (Operations, Planning & Intelligence, Logistics, and Finance & Administration). The Incident Commander sets goals and objectives for the activities of all other teams.

Team Assembly Location

Inside: Main office

Outside: Below patio area

3.2.1 Incident Commander RALLION, MARIE FRANCE; LANGLEY, SHARON

The Incident Commander (IC), principal or designee, is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. The only role of this person is to make decisions. Specific duties of the Incident Commander may include:

- Setting goals and objectives for the response team as a whole
- Assessing the situation periodically
- Directing the Command Team
- Determining the need for, and requesting, outside assistance
- Communicating with the Region Administrator of Operations and central office staff
- Working with the Region regarding any messaging about the incident to internal and external stakeholders

3.2.2 Public Information Officer YOO, HYON DOUK; LANGLEY, SHARON

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the PIO may include:

- Receiving updates and official statements periodically from the Incident Commander
- Posting approved messages to parents via Blackboard Connect
- Maintaining a log of PIO actions and all communications
- Updating/consulting with the Region PIO or central Communications office
- Interacting periodically with the media (with prior review/approval from the Region/District Communications Office)
- Preparing statements for dissemination to the public
- Ensuring announcements and other public information are translated into other languages as needed
- Monitoring news broadcasts about the incident and correcting any misinformation
- Monitoring social media for rumor control and misinformation (may be supported by documentation position)

3.2.3 Safety Coordinator LANGLEY, SHARON; CHOI, SUNG

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3. Incident Command System

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible. Specific duties of the Safety Coordinator may include:

- Stopping any and all unsafe activities
- Checking periodically with the Incident Commander for situation briefings and updates
- Maintaining all records and documentation as assigned by the Incident Commander
- Monitoring drills, exercises, and emergency response activities for safety
- Identifying safety hazards
- Ensuring that team members use appropriate safety equipment

Supplies and Equipment for Command Team

- School Emergency Response Boxes (REF-5450 School Emergency Response Boxes)
- Copy of the Integrated Safe School Plan and contact information
- Campus maps
- Staff cell phone lists
- Staff email lists
- Master keys (Note: Keys must be kept in a very secure location or with specific authorized individuals.)
- Copies of staff and student rosters
- Hand-held two-way radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid kit for Command Team
- Clipboard, paper, pens
- Hard hat for each team member
- Vest or other position identifier
- Large campus map

3.3 Triage Team

The members of the Triage Team are responsible for:

- Performing triage/disaster aid in the event of large-scale emergency impacting the school community
- Assessing injuries and administering necessary medical assistance as indicated
- Ensuring that first aid supplies are available
- Ensuring that designated school site staff are trained in the administration of medical measures, as appropriate
- Setting up triage area and temporary morgue
- Keeping accurate records of care given and triage tagging each of the injured with name, address, injury, and any treatment rendered
- Reporting critical injuries or deaths immediately to Triage Team Lead
- Recording information on transport to hospital by first responders

Assignments

Triage Team Lead: KIM, AMAZINGGRACE

Backup Team Lead: PETERS, MADELINE

3. Incident Command System

Triage Team Member: RENDEROS, MILI

Triage Team Member: REGNIER, LUZ

School Nurse: KIM, AMAZINGGRACE

Team Assembly Location

Inside: Nurse office

Outside: Patio Area

Triage Team Lead

The Triage Team Lead is responsible for oversight and communication related to triage and disaster first aid training, preparation, and planning. The leader will also direct team activities and, in the event of a large-scale emergency impacting the school community, periodically interact with the Operations Section Lead to determine medical needs and planned actions.

Specific duties of the Triage Team Lead may include:

1) Ensuring triage areas are set up
2) Supporting team members to ensure adequate triaging of the injured
3) Ensuring all medical supplies are available for the team
4) Ensuring Triage Team performs secondary assessments and appropriate disaster medical care after triage is complete
5) Periodically keeping Operations Section Lead informed of overall status
6) Ensuring designated school site staff are trained in triage and disaster first aid techniques and priorities

Triage Team Members (Triage, Disaster Medical Assistance)

The members of the Triage Team are responsible for:

- Designating and setting up triage areas, including access for emergency vehicles
- Assessing injuries/performing triage and administering necessary disaster medical aid during a large-scale emergency impacting the school community
- Ensuring that disaster first aid supplies are available
- Setting up triage stations and the temporary morgue, ensuring that all medical supplies/equipment are accessible, including taking these items out during evacuations
- Keeping accurate records of care given and triage tagging each of the injured with name, address, injury, and any treatment rendered
- Reporting critical injuries or deaths immediately to Triage Team Lead
- Recording ambulance transport to hospital information
- Completing the Injury Report

3. Incident Command System

In a large-scale disaster/emergency, it may be a while before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics (up to age 22) as listed in the Step 4, under Additional Contacts of the online ISSP. It is best to have a staff member accompany each transported student; during an incident with many injuries, that may not be possible. Always note the name and transport destination for each person when they are transported.

Supplies and Equipment for the Triage Team

Note: Staff/team members cannot re-enter buildings to retrieve supplies/equipment that are not stored in the emergency bin. Ensure that equipment is evacuated.

- Vest or position identifier
- First aid supplies
- Non-latex disposable exam gloves
- Triage tags
- Hand-held two-way radios
- Stretchers
- Blankets
- Wheelchairs
- Ground covers, tarps
- Patient record forms
- Site map
- Injury Report
- Automated External Defibrillators (AED)
- Epi-Pen
- Biohazard bag
- Sharps container
- Student medication

Related Training and Resources

- It is recommended that all Triage Team members have first aid, cardiopulmonary resuscitation (CPR)/AED, and EpiPen training. (More details on AED and EpiPen policy are available in BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs) and BUL-114500 Administration of Epinephrine Auto-Injectors.
- Online training course STEPS 213, offered through MyPLN.
- Training information regarding CPR/AED and EpiPen is also available from the school nurse. Some CPR/AED information can also be found at lausd.org/CPR/AED; First Aid (and CPR) information is also available.
- The District is creating a Stop the Bleed training program. Details and updates are available here.

3.4 School Site Crisis Team

The School Site Crisis Team, is responsible for addressing the mental health needs and social-emotional well-being of all students on campus during an emergency by providing Psychological First Aid (PFA) as needed, in the immediate aftermath of a critical incident or emergency, pursuant to the District's BUL-5800 Crisis Preparedness, Response and Recovery policy. PFA is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, or act of terrorism. PFA is designed to

reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

Assignments

Crisis Team Lead: RALLION, MARIE FRANCE

Backup Team Lead: LANGLEY, SHARON

Psychological First Aid Team Member (Primary): PETERS, MADELINE

Psychological First Aid Team Member (Backup): HORTON-HODGE, LISA

Team Assembly Location

Inside: 500 building

Outside: Snack area

Crisis Team Lead

The Team Lead is responsible for directing crisis responders and periodically interacting with the Operations Section Lead to identify concerns and report status. The Crisis Team Lead is also responsible for assigning personnel as needed, such as the Psychological First Aid Team Members, and ensuring appropriate training is provided. Supplemental online training courses STEPS 212 and 409 are offered through MyPLN.

Psychological First Aid Team Members

The members of the Psychological First Aid Team, with the guidance of the Crisis Team Lead, are responsible for monitoring the social-emotional safety and well-being of the students and staff in designated areas, such as the Assembly Area and Triage Area. Specific duties of the members of the Psychological First Aid members may include:

- Assessing needs and providing Psychological First Aid
- Providing reassurance and support to students
- Updating the number of students and staff in need of support
- Documenting students or staff who may need additional support in the days to weeks following the incident
- Coordinating with Logistics to provide water and food to students and staff when necessary
- Supporting other teams, as needed

Supplies and Equipment for the Psychological First Aid Team Members

- Vest or position identifier
- Hand-held two-way radio
- Ground cover and tarps
- First aid kit
- Paper, pens/pencils

3. Incident Command System

3.5 Search and Rescue Team

The Search and Rescue (SAR) Team is responsible for preparing and performing search and rescue operations during an emergency when the fire department is delayed due to the nature of the disaster. There may be two or more SAR teams at a school, depending on the size and layout of the site. Each team must have four members, as they work in pairs for safety reasons. Supplemental online training course STEPS 214 is offered through MyPLN.

Assignments

Search and Rescue (SAR) Teams Coordinator: CHOI, SUNG

Backup SAR Teams Coordinator: LEMUS-RODRIGUEZ, JASMINE

SAR Team 1 Members: ALVARADO, JANET; GONZALEZ DE TORRES, BERNICE; BRAVO, LUISA; CHOI, CHUNG

SAR Team 2 Members: REGNIER, LUZ; RUIZ, SILVIA; MARROQUIN, ANGELITA; ALVARADO, JANET

SAR Team 3 Members: KIM, HYOSUN; OLIVERA MARTINEZ, KAREN; RECINOS, JENNIFER; ARGUETA, HENRY

SAR Team 4 Members: ; ; RAHEB, RAMI; CARRILLO, ALEX

Team Assembly Location

Inside: Multipurpose Room (MPR)

Outside: Supply Bin located on basketball court at west end of school yard.

Search and Rescue Teams Coordinator

The Search and Rescue Teams Coordinator assigns each SAR team their specific areas and duties, records findings on maps and in logs, keeps the Operations Section Lead informed of overall status, and coordinates appropriate training. Specific duties of the Search and Rescue Teams Coordinator may include:

- Ensuring that each responding SAR team has four members and that those four members work in pairs for safety reasons)
- Obtaining briefings from the Operations Section Lead, and the Assembly Area Team, noting missing students, identified damage and site hazards, and any other situations requiring SAR response
- Assigning and recording SAR teams based on available team members, maintaining four persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

3. Incident Command System

Search and Rescue Team Leads

Each Search and Rescue Team Lead is responsible for directing the activities of their assigned SAR team and apprises the SAR Teams Coordinator of the team's status and their findings throughout the search and rescue process. Specific duties of the Search and Rescue Team Leads may include:

- Obtaining briefings from the SAR Coordinator
- Directing search and rescue operations for their assigned team
- Reporting findings to the SAR Teams Coordinator during search and rescue operations.

Search and Rescue Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the SAR Team may include:

- Searching assigned area
- Reporting gas leaks, fires, or structural damage to SAR Team Lead upon discovery
- Rescuing trapped survivors on campus, if it is safe to do so
- Evacuating survivors who need assistance
- Working with the Security/Utilities Team and Fire Suppression/Hazmat Team to shut off gas or extinguish fires as necessary
- Reporting periodically to the Team Lead the location, number, and status/condition of injured or missing survivors
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms and outdoor areas which may have survivors
- Sealing off and posting areas where hazardous conditions exist
- Contacting Security/Utilities Team to secure the building from reentry after the search

Supplies and Equipment for Search and Rescue Teams

- Vest or position identifier
- Hard hat
- Work and non-latex gloves
- Eye protection
- Dust mask
- Whistle with master keys on neck lanyard
- Hand-held two-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguisher
- Water bib key
- Blankets
- Bolt cutters (for cutting security screens from around windows)
- Shovel
- Rope
- Triage tags
- Bucket or duffel bag
- Flashlight
- Pry bar
- Grease pencil
- Pencils
- Duct tape

- Caution tape
- Masking tape
- First aid backpack/fanny pack (one team member wears it)
- Evacuation Chair (applies to multiple story schools and not to be stored in emergency bin)

Many of these materials are found in the search and rescue kit, which can be purchased through the LAUSD Warehouse.

3.6 Access and Functional Needs Position

Access and Functional Needs (AFN) position is responsible for ensuring that the needs of students and others on campus who have disabilities or other access or functional needs are considered throughout the ongoing development and execution of this plan. This includes ensuring existing procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973 and the annual evaluation of the ISSP to ensure appropriate adaptations for pupils with disabilities. The role also supports the principal if a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil, after an ISSP evaluation is conducted brings concerns about an individual pupil's ability to access disaster safety procedures described in the ISSP.

The AFN Team will coordinate activities with the Operations Section as needed. Planning efforts by this team include ensuring the availability of any necessary supplies and equipment and sharing plans and equipment locations with emergency teams and other staff who will further support the individuals with these needs during an emergency. Resources to support this team's work are available at: http://lausd.org/afn.

Assignments

Access and Functional Needs (AFN) Team Member: MENZIES, SCOTT

Backup Access and Functional Needs Position: CHARLIE, CHRISTINE

Assembly Location

Inside: Library, Rooms 114, 211, 311, 410, 510.

Outside: Designated playground areas.

Roles and Responsibilities

The AFN position is responsible for ensuring the safety of students and adults with access and functional needs during drills and emergencies and facilitates the planning and preparation for appropriate support. The AFN position directs assistance activities and coordinates with the Operations Section to identify specific disabilities or access and functional needs of the school population, and also considers the potential needs of visitors. The position is responsible for ensuring that these individuals are safely evacuated and supported during drills and emergencies including by ensuring necessary adaptations are in place and by supporting the

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evaluation and ISSP modification process, as necessary. Related procedures are outlined in REF-5511 Completing and Updating the Integrated Safe School Plan.

Support:

For more tips and information on supporting students with access and functional needs, access LAUSD Emergency Preparedness for Students with Disabilities Tips and Checklist.

Contact your Region's Special Education Administrator.

3.7 Security/Utilities Team

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with the Operations Section as needed. The Security/Utilities Team shuts down heating and air conditioning units, gas, power, and water utilities as necessary to protect students and staff and to minimize damage to school facilities. The team must also coordinate closely with the Reunion Gate Team for gate access to safely reunite students with their parents or lawful guardians. This team may include campus aides, and members of the custodial and cafeteria staff.

Assignments

Security/Utilities Team Lead: PEREZ, JOSE

Backup Team Lead: ARMAS CARCAMO, BESSIE

Security/Utilities Team Member:

Security/Utilities Team Member:

Team Assembly Location

Inside: Main office

Outside: Patio area

Security/Utilities Team Lead

The Security/Utilities Team Lead is responsible for directing team activities and interacting with the Operations Section Lead to identify problems and report status and coordinates appropriate training. The Security/Utilities Team Lead is also responsible for checking with the Operations Lead to ensure that local utility companies (water, electricity, gas, and sewer) are notified of outages and issues as needed.

Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is secured. They are also responsible for surveying all utilities and taking appropriate actions to shut off utilities, as needed. Specific duties of the members of the

3. Incident Command System

Security/Utilities Team may include:

- Locking all external gates and doors; unlocking some gates when appropriate
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents
- Keeping students and staff out of buildings, as necessary
- Assisting at Reunion Gate, as appropriate
- Assessing and reporting damage to school facilities
- Checking water lines and shutting down water supply lines if leaking
- Checking gas meter/lines and, if gas is leaking, shutting down gas supply
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post

Supplies and Equipment for Security/Utilities Team

- Vest or position identifier
- Hard hat, gloves, and any personal protective equipment
- Master keys
- Hand-held two-way radio
- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

3.8 Fire Suppression/Hazmat Team

The Fire Suppression and Hazardous Materials (HazMat) Team is responsible for extinguishing small fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with the Operations Section. Team members complete the School/Site Preliminary Damage Report. Operating a fire extinguisher is covered in STEPS 201, available on MyPLN, and is strongly recommended training for this team.

Assignments

Fire Suppression and HazMat Team Lead: LEE, HOON

Backup Team Lead: LUIZAGA, HAROLD

Fire Suppression and HazMat Team Member: MILES, MATTHEW

Fire Suppression and HazMat Team Member:

Team Assembly Location

Inside: Plant manager's office

Outside: Snack area

3. Incident Command System

Fire Suppression and HazMat Team Lead

The Fire Suppression and HazMat Team Lead is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Fire Suppression and HazMat Team Lead is also responsible for gathering the School/Site Preliminary Damage Reports from the Team Members and having forms readily available to Operations.

Fire Suppression and HazMat Team Members

The members of the Fire Suppression and HazMat Team are responsible for extinguishing small fires, evaluating the potential release of chemicals during an emergency, observing the campus for damage and hazardous conditions, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the School/Site Preliminary Damage Reports will be submitted to the Team Lead. Specific duties of the members of the Fire Suppression/HazMat Team may include:

- Evaluating potential release of chemicals.
- Maintaining list of chemicals on site with map/storage location specifics.
- Identifying damaged areas on the School/Site Preliminary Damage Report. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires, as necessary. Use the proper extinguisher for the type of fire:
    1. Class A, B or C for ordinary combustibles
    2. Class B or C for fires involving flammable liquids
    3. Class C only for fires involving electrical equipment
- Posting yellow caution tape around damaged or hazardous areas

Supplies and Equipment for the Fire Suppression/HazMat Team

- Vest or position identifier
- Hard hat, work gloves and personal protective equipment
- Fire extinguishers and other fire-fighting equipment
- Hand-held two-way radios
- Master keys on lanyard
- Clipboard with job duties and School/Site Preliminary Damage Report
- Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools
- Site maps
- Absorbent materials
- Broom
- Dustpan
- Neutralizer
- Hazardous waste labels

3.9 Assembly Area Team

The Assembly Area Team is responsible for the safe evacuation and accounting of all students

and staff during an emergency. The team is also responsible for reporting missing persons to the Operations Section Lead. Operations will then relay reports of missing students to the Search and Rescue Team.

Assignments

Assembly Area Team Lead: YOO, HYON DOUK

Backup Team Lead: LANGLEY, SHARON

Assembly Area Team Member:

Assembly Area Team Member:

Team Assembly Location

Inside: Main office

Outside: Below patio area

Assembly Area Team Lead

The Assembly Area Team Lead is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Assembly Area Team Lead is also responsible for collecting the Missing Persons Report from team members and providing the report to the Incident Commander.

Assembly Area Team Members

The members of the Assembly Area Team are responsible for performing the safe evacuation and accounting of students, staff, and visitors during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students/adults from teachers or other personnel.
- Ensuring that students are orderly, stay with their class and are supervised so that they can be found quickly when parents arrive.
- Gathering Missing Persons Report from each teacher and other designated personnel and submitting forms to the Assembly Area Team Lead.
- Assisting the Reunion Gate Team as required.

Supplies and Equipment for Assembly Area Team

- Copy of Site Plot Plan and Vicinity Map showing designated on and off-site Assembly Areas
- Injury Reports and Missing Persons Reports
- Bullhorn
- Clipboard and pens for forms
- List of employees who were on campus (when incident took place)

3. Incident Command System

3.10 Request and Reunion Gate Teams

Request Gate Team

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

Assignments

Request Gate Team Lead: YUN, MI YOUNG

Backup Team Lead: GRANADOS, FLOR

Request Gate Team Member: KIM, CRYSTAL

Request Gate Team Member: GRANADOS, FLOR

Team Assembly Location

Outside: Location C (8th Street Double Gates)

Request Gate Team Lead

The Request Gate Team Lead is responsible for directing team activities and periodically interacting with the Operations Section Lead to identify problems and report status, coordinates appropriate training, and ensures that order is maintained at the Request Gate. The Request Gate Team Lead will refer all outside requests for information to the Public Information Officer. Supplemental online training course STEPS 419 is offered through MyPLN.

Request Gate Team Members

The members of the Request Gate Team are responsible for greeting parents/guardians/ designees, providing them with the paperwork authorizing the holders to reunite with their students at the Reunion Gate, and checking identification. Specific duties of the members of the Request Gate Team may include:

- Greeting and quickly directing arriving parents, guardians, or designees to the Request Gate.
- Providing reassurance to parents, guardians, or designees and maintaining order. The use of large signs showing the school status and student pick up protocol in all languages is suggested.
- Checking identification of those requesting to pick up students.
- Directing parents or guardians to the Reunion Gate.
- Dispatching student runners to the Assembly Area to escort students whose parents have come to claim them.

Supplies and Equipment for Request Gate Teams

- Keys to the Request Gate
- Student lists

- Office supplies –pens, paper, clipboards, and summons forms, etc.
- Signage for parents specifying the process and information needed for pick-up in the languages appropriate for the school
- Sign-making materials, including zip ties and tape
- Bullhorn
- Reunification forms (blue slips)
- Yellow caution tape, student runner I.D. lanyards, extra school radios, chalk, etc.

Mass Reunion Planning

The Request and Reunion Gate Teams need to have an expansion plan for a massive influx of parents. The following activities should be part of every school's Request/Reunion Gate preparedness program:

- Cross-train other teams to assist. When the Search and Rescue Team members are done with their assignment, they may be reassigned by the Operations Section Lead to assist the Request or Reunion Gate Team.
- Ensure that there are enough supplies (pens, forms, clipboards, etc.) for the additional Request Gate Team members so that additional stations can be opened.
- Have a plan to re-organize the Request Gate to divide the parents into smaller groups. They can be organized by grade level, small learning community or any other criteria that makes sense for the school. Ensure that there are sign-making supplies to allow for reorganization.

Reunion Gate Team

The Reunion Gate Team is responsible for compassionately reuniting parents or guardians with students. Reunion gate personnel should have a plan in place to notify parents about injured or deceased students, a highly sensitive issue. The team checks identification and will keep accurate records of students leaving the campus. Members of the School Site Crisis Team and Security/Utilities Team may be asked to assist the Reunion Gate Team. If a child is injured, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the School Site Crisis team stay with the parent and assist them.

Assignments

Reunion Gate Team Lead: LANGLEY, SHARON

Backup Team Lead: RUIZ, LETICIA

Reunion Gate Team Member:

Reunion Gate Team Member:

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Team Assembly Location

Outside: Location C (8th Street Double Gates)

Reunion Gate Team Lead

The Reunion Gate Team Lead is responsible for directing team activities and periodically interacting with the Operations Section to identify problems, request additional personnel, report status, and ensure order is maintained at the Reunion Gate. The Reunion Gate Team Lead will refer all media or other outside requests for information to the Public Information Officer. The Reunion Gate Team Lead is also responsible for collecting the Student Release Log from the Team Members and should have the forms readily available to Operations.

Reunion Gate Team Members

The members of the Reunion Gate Team are responsible for greeting parents, guardians, or designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, or designees at the Reunion Gate and maintaining order.
- Verifying identification and authenticity of reunification forms.
- Confirming students recognize the authorized adults who come to claim them and requiring adult to sign student out of school.
- Completing Student Release Log and submitting them to the Reunion Gate Team Lead.

Supplies and Equipment

- Hand-held two-way radios
- Tables and chairs
- Office supplies –pens, paper, clipboards, release forms, yellow tape, hanging clips, etc.
- Student rosters with class schedules
- Flashlights
- Keys to the Reunion Gate
- Student Release Log

3.11 Supply/Equipment Team

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location.

Assignments

Supply/Equipment Team Lead: LEMUS-RODRIGUEZ, JASMINE

Backup Team Lead: LANGLEY, SHARON

Supply/Equipment Team Member:

Supply/Equipment Team Member:

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3. Incident Command System

Team Assembly Location

Inside: MPR

Outside: By supply bin

Supply/Equipment Team Lead

The Supply/Equipment Team Lead is responsible for directing team activities and keeping the Logistics Coordinator informed of overall status. Specific duties of the Supply/Equipment Team Lead may include:

- Distributing emergency water and food supplies.
- Supporting the hygiene team as necessary, to set up and maintain sanitation stations.
- Confirming supply/equipment needs for any persons with disabilities, access and functional needs fulfilled.
- Controlling conservation of water.

Supplies and Equipment for Supply/Equipment Team

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Sanitation supplies
- Care and shelter supplies, including mylar blankets and pop-up canopies

Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies
- Supporting the hygiene team as necessary, to set up and maintain sanitation stations
- Confirming supply/equipment needs for any persons with disabilities, access and functional needs fulfilled.
- Controlling conservation of water.

Supplies and Equipment for Supply/Equipment Team

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies

- Sanitation supplies
- Care and shelter supplies, including mylar blankets and pop-up canopies

3.12 Hygiene Team

The Hygiene Team works under the Logistics Section Lead and is responsible for providing all necessary sanitation-related support.

Assignments

Hygiene Team Member: PEREZ, JOSE

Backup Team Lead: CABRALES PINEDA, ROBERTO

Hygiene Team Member:

Hygiene Team Member:

Team Assembly Location

Inside:

Outside:

Roles and Responsibilities

The Hygiene Team will oversee and maintain overall cleanliness during emergencies. Specific duties may include:

- Monitor and resupply handwashing stations
- Emptying and cleaning bucket toilets
- Disinfecting equipment

3.13 Transportation Support Position

The Transportation Support position works under the Logistics Section Lead and is responsible for coordinating bus transportation needs from the school if an off-site relocation or other transportation is necessary. Region Operations may also assist with this task. The position needs to also coordinate with the receiving site.

Assignments

Transportation Support Staff Member: YOO, HYON DOUK
Backup Transportation Support Staff Member: LANGLEY, SHARON

Assembly Location: Command Post

Roles and Responsibilities

The Transportation Support position is responsible for coordinating transportation assets and planning for an off-site relocation from the school. Specific duties may include:

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- Periodically communicating with the Logistics Section Lead to provide updates as needed.
- Communicating to the Transportation Division the total number of students and staff to transport, number of people needing wheelchair tie-downs, lifts, or other specialized support, if space is needed to transport necessary supplies and the exact pick-up and drop-off locations.
- Working with the receiving site and providing details about the number of people relocating and any assistance needed with supplies and services that the evacuating school cannot provide.
- Acquiring from the receiving site the specific location on campus where the evacuated school will be housed, where buses should drop off, and what gate will be used for reunification.
- Ensuring that a plan is in place and carried out to transport the School Emergency Response Box containing emergency cards and other essential records, first aid kits, food from the cafeteria, and other necessary items.
- Assist with the plan for systematic loading and unloading of students and supplies.
- Assist with clearing the campus as needed.
- Maintaining documents related to off-site evacuation.

Supplies and Equipment for the Transportation Support position

- Landline and/or cell phone
- Handheld two-way radio
- Map of area showing school and off-site relocation site(s)
- Student rosters showing attendance, classes and emergency information assigned to a bus number

3.14 Documentation/Communications Position

The Documentation/ Communications Position works under the Planning and Intelligence Section Lead and is responsible for maintaining a log of all emergency developments and response actions, and other necessary documentation. These records are extremely important to document what actions were taken by the school in response to the emergency.

Assignments

Documentation Staff Member: YOO, HYON DOUK
Backup Documentation Staff Member: LANGLEY, SHARON

Assembly Location: Command Post

Roles and Responsibilities

The Documentation/Communication position will maintain a log of the incident, noting all actions and reports, and filing them for reference. This position will also collect, organize, and analyze situation information and provide periodic updates. Specific duties may include:

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- Periodically communicating with the Planning and Intelligence Section Lead for updates.
- Documenting all communications with the Region Operations Center (ROC) and outside agencies.
- Recording the number of students, staff, and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage, injuries, and medical needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining, and securing all emergency documentation.
- Monitoring email, internet, radio, and television news (as available) for general information about the emergency.
- Monitoring social media for information, including rumor control and misinformation.
- Sending Blackboard Connect messages to parents and staff.
- Sending updates on social media accounts maintained by the school.
- Updating site maps as reports and other information are received.
- Preserving maps as legal documents.
- Using area map to record information on major incidents such as road closures, utility outages, etc. that may impact the campus.
- Developing situation reports for the Incident Command Team.

Supplies and Equipment for the Documentation/Communications Position

- Hand-held two-way radios
- File boxes
- Paper, pens, markers
- Chart paper and/or mobile white board
- AM-FM battery/solar radios
- School/Site Preliminary Damage Report
- Maps of event by the hour
- Access to Blackboard Connect, internet, cell phones, etc.
- Laptop. Tablet, and/or cell phone with internet access
- Large site map of campus, laminated or covered with plastic
- Map of county or local area

3.15 Staff Accounting Position

The Staff Accounting position works under the Finance & Administration Section Lead and is responsible for maintaining accurate emergency time records for all site-based and itinerant employees. These records are extremely important to accurately portray costs of the disaster and for potential financial recovery documentation.

Assignments

Staff Accounting Staff Member: YOO, HYON DOUK

Backup Staff Accounting Staff Member: LANGLEY, SHARON

Assembly Location: Command Post

Roles and Responsibilities

The Staff Accounting position will maintain time records for site-based and itinerant employees and file them for reference. Specific duties may include:

- Periodically communicating with the Finance and Administration Section Lead to provide updates as needed.
- Keeping accurate time records of all staff members, indicating employee name, employee number, and hours/times worked specifically to address the disaster.
- Ensuring that District employees who are on site but do not usually time report to the school are accurately accounted for.
- Periodically communicating with Reunion Gate staff for records of all staff leaving or returning to campus.
- Filing, maintaining, and securing staff accounting documentation.

Supplies and Equipment for the Staff Accounting position

- File boxes
- Paper, pens, clipboards
- Employee timecards
- Blank timecards for certificated and classified staff
- Staff off-campus sign-in/out log
- Supplemental Attendance Report forms
- Time Reporting Instructions for Emergency Work
- List of Disaster Overtime Program Codes

3.16 Cost Accounting Position

The Cost Accounting position works under the Finance & Administration Section Lead and is responsible for maintaining a fiscal record of all school expenditures related to the disaster. Records include any supplies and equipment used, purchased, or rented by the school during the disaster as well as donations to the school during the disaster.

Assignments

Cost Accounting Staff Member: YOO, HYON DOUK
Backup Cost Accounting Staff Member: LANGLEY, SHARON

Assembly Location: Command Post

Roles and Responsibilities

The Cost Accounting position will maintain records for supplies and equipment site-based and itinerant employees and file them for reference. Specific duties may include:

- Periodically communicating with the Finance and Administration Section Lead to provide updates as needed.
- Maintaining cumulative site disaster cost records.
- Collecting and recording all cost data.
- Ensuring that inventory of expended emergency supplies is maintained.
- Periodically communicating with the Supply/Equipment Team and Cafeteria Manager for updated inventory.
- Maintaining inventory and receipts of all items donated to the school during the disaster.
- Filing, maintaining, and securing cost accounting documentation.

Supplies and Equipment for the Cost Accounting position

- File boxes
- Paper, pens, clipboards, calculators
- Access to spreadsheet software and laptop
- Emergency supplies inventories

3.17 Emergency Supplies and Equipment

It is the responsibility of site administration to develop and implement plans to provide at school a minimum of a 72-hour supply of emergency water, food, first aid, search and rescue, sanitation, and other emergency supplies and equipment, as listed under each emergency team. Emergency supplies will be maintained in each classroom and in a centralized emergency container outdoors location: Bins are located on the West end of the playground next to the delivery gate, adjacent to the 300 building staircase..

Emergency supply checklists are found in the ISSP appendices and the REF-5451 School Site Emergency/Disaster Supplies, which also includes guidance on procurement of emergency food supplies. Some recommendations regarding emergency food are available in the Food for School Disasters document. Having a stock of emergency food at school sites is the responsibility of the school administration and does not come from the school cafeteria kitchen.

During an emergency, schools may not have access to electronic data and must instead refer to printed records. Schools should be prepared with critical printed materials; these are stored in the School Emergency Response Box (SERB) which is a central location for storing essential student records and other information needed to effectively manage a critical incident. It serves as a central portable emergency repository for critical information that can be easily accessed and used during an emergency or shared with first responders. (Note: The District shares the school's ISSP with local law enforcement agencies as per (CA E.C. § 32281). Please access REF-5450 School Emergency Response Boxes for more details.

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3.18 School ICS Incident Command Team Chart

WILTON PLACE ELEMENTARY ICS INCIDENT COMMAND TEAM CHART

This chart can be expanded or abridged to meet the scope of the incident that is being managed

Incident Commander
1. RALLION, MARIE FRANCE
2. LANGLEY, SHARON

This chart shows only the management organization for the school's response to an emergency.
Name #1 is the lead person responsible for each role
Name #2 is the alternate
The other staff members assigned to the emergency teams will report to the people listed on the chart.

Safety Coordinator
1.LANGLEY, SHARON
2.CHOI, SUNG

Public Information Officer
1.YOO, HYON DOUK
2.LANGLEY, SHARON

Planning/Intelligence
1.LANGLEY, SHARON
2.RALLION, MARIE FRANCE

Operations
1.RALLION, MARIE FRANCE
2.LANGLEY, SHARON

Logistics
1.RALLION, MARIE FRANCE
2.LANGLEY, SHARON

Finance/Administration
1.YOO, HYON DOUK
2.LANGLEY, SHARON

Documentation/Communication (Optional)
1.YOO, HYON DOUK
2.LANGLEY, SHARON

Triage
1. KIM, AMAZINGGRACE
2. PETERS, MADELINE

Search and Rescue
1. ALVARADO, JANET
2. GONZALEZ DE TORRES, BERNICE

Supply/Equipment
1. LEMUS-RODRIGUEZ, JASMINE
2. LANGLEY, SHARON

Staff Accounting (optional)
YOO, HYON DOUK
LEMUS-RODRIGUEZ, JASMINE

Security/Utilities
1. PEREZ, JOSE
2. ARMAS CARCAMO, BESSIE

Assembly Area
1. YOO, HYON DOUK
2. LANGLEY, SHARON

Transportation Support (optional)
1. MENZIES, SCOTT
2.HONG, ELIZABETH

Cost Accounting (optional)
YOO, HYON DOUK
LANGLEY, SHARON

Access and Functional Needs
1. MENZIES, SCOTT
2.CHARLIE, CHRISTINE

Fire Suppression/HazMat
1.LEE, HOON
2.LUIZAGA, HAROLD

School Site Crisis
1. RALLION, MARIE FRANCE
2. LANGLEY, SHARON

Hygiene
1. PEREZ, JOSE
2.CABRALES PINEDA, ROBERTO

Request Gate
1. YUN, MI YOUNG
2. GRANADOS, FLOR

Reunion Gate
1.LANGLEY, SHARON
2.RUIZ, LETICIA

If no one is assigned to a position, the person who manages that position will also fulfill the duties of the unfilled position.
This chart is adapted for LAUSD, based on Incident Command System (ICS). Rev. 6/21/2023.

3. Incident Command System

3.19 School Site Crisis Team Chart

This chart shows the School Site Crisis Team organization, with positions, roles and responsibilities. Backup staff are to be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	LEAD	BACKUP
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts Region, and coordinates all crisis response & intervention services.	RALLION, MARIE FRANCE	LANGLEY, SHARON
Crisis Team Lead	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	RALLION, MARIE FRANCE	LANGLEY, SHARON
Public Information Officer (PIO)	School spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	YOO, HYON DOUK	LANGLEY, SHARON
Psychological First Aid	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	PETERS, MADELINE	HORTON-HODGE, LISA
Triage	Ensures supplies are accessible, evacuates and stages supplies, performs triage and provides medical assistance.	KIM, AMAZINGGRACE	PETERS, MADELINE
Security/Utilities	Ensures school site security, secures gates, and performs short-term repairs and shutoff of utilities, as necessary.	PEREZ, JOSE	ARMAS CARCAMO, BESSIE
Request Gate	Processes requests for student pick-up.	YUN, MI YOUNG	GRANADOS, FLOR
Reunion Gate	Reunites students and parents at Reunion Gate.	LANGLEY, SHARON	RUIZ, LETICIA
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment, and food services; includes adjusting schedules and menus, as needed.	RALLION, MARIE FRANCE	LANGLEY, SHARON
Documentation/Communications	Maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio, and social media for information.	YOO, HYON DOUK	LANGLEY, SHARON

***The designated Crisis Team Lead and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.**

3. Incident Command System

3.20 School Site Suicide/Threat Assessment Team Chart

This chart identifies the members of the suicide/threat assessment team and their responsibilities at the school site. Backup staff are to be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	LEAD	BACKUP
Administrator	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc.). Coordinates all information, referrals, safety planning, and monitoring. The Administrator may include the Principal, Assistant Principal, or Administrative Designee.	RALLION, MARIE FRANCE	LANGLEY, SHARON
Suicide/Threat Prevention Liaison (STPL)	This behavioral health professional for student risk assessments supports gathering background information, including interviews and statements with the person(s) of concern, intended target(s), and witnesses. They provide mental health and trauma expertise in working with students and families. The Suicide/Threat Prevention Liaison may include Mental Health Consultant, Psychiatric Social Worker, Pupil Services and Attendance Counselor, Student Support Services Counselor, Psychologist, School Counselor, System of Supports Advisor, Nurse, or other appropriately credentialed behavioral health staff.	MAZARIEGOS, PEGGY	LANGLEY, SHARON
Behavioral Health Professional for Adults	This behavioral health professional for employee risk assessments supports gathering background information, including interviews and statements with the person(s) of concern, intended target(s), and witnesses. If the person of concern is a certificated employee, the behavioral health professional should be a LAUSD SHHS, Counseling,	MAZARIEGOS, PEGGY	LANGLEY, SHARON

3. Incident Command System

	Nursing, or Psychologist Administrator. If the person of concern is a classified employee, associated adult, parent/caregiver, or community member the behavioral health professional may be a Mental Health Consultant, Psychiatric Social Worker, Pupil Services and Attendance Counselor, Student Support Services Counselor, Psychologist, School Counselor, System of Supports Advisor, Nurse, or other appropriately credentialed behavioral health staff.		
LASPD Officer/Law Enforcement	Responds to situations of risk of violence to self or others. Provides technical support and consultation for assessments prior to and during the Multidisciplinary Threat Assessment Team meeting.	Officer Bryant	Officer Saldana

3. Incident Command System

3.21 School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:

TITLE	NAME	WORK NUMBER
Principal	RALLION, MARIE FRANCE	(213) 389-1181
Assistant Principal 1	LANGLEY, SHARON	(323) 851-0020
Assistant Principal 2		
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	YOO, HYON DOUK	(213) 389-1181
Cafeteria Manager	MEYER, MICHAEL	(323) 255-6511
Financial Manager	YOO, HYON DOUK	(213) 389-1181
Plant Manager	PEREZ, JOSE	(818) 340-6677
Custodian	CABRALES PINEDA, ROBERTO	(213) 389-1181
Custodian Closest to Site	CABRALES PINEDA, ROBERTO	(213) 389-1181
First Person on Campus in AM	PEREZ, JOSE	(818) 340-6677
Last Person on Campus in PM	CABRALES PINEDA, ROBERTO	(213) 389-1181

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Charter School Emergency Contacts Chart - MAGNOLIA SCIENCE ACADEMY #6

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:

Title/Role	Name	Work Number
Principal	CHOE, JAMES	(310) 842-8555
Assistant Principal 1		
Assistant Principal 2		
Administrative Assistant		
Financial Manager		
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM		
Last person on campus in PM		

3. Incident Command System

3.22 School ICS and Emergency Teams

Details of team roles and responsibilities are located in the Emergency Teams section of the Online Integrated Safe School Plan.

POSITION	ROLES & RESPONSIBILITIES	SECTION LEAD	BACKUP
Incident Commander	Directs all emergency operations, verifies facts, contacts Region, and coordinates all response actions.	RALLION, MARIE FRANCE	LANGLEY, SHARON
Safety Coordinator	Ensures that all emergency operations are conducted safely.	LANGLEY, SHARON	CHOI, SUNG
Public Information Officer (PIO)	Official spokesperson for an incident. Prepares Blackboard Connect and other communications for staff and parents, identifies media locations and updates.	YOO, HYON DOUK	LANGLEY, SHARON
Operations Section Lead	Manages all tactical operations at an incident.	RALLION, MARIE FRANCE	LANGLEY, SHARON
Planning Section Lead	Collects and evaluates information, analyzing for impact to school.	LANGLEY, SHARON	RALLION, MARIE FRANCE
Logistics Section Lead	Provides all incident support needs such as transportation, communications, supplies/equipment, and food services.	RALLION, MARIE FRANCE	LANGLEY, SHARON
Finance/Administration Section Lead	Manages all financial aspects and documentation of an incident.	YOO, HYON DOUK	LANGLEY, SHARON

Title/Role	Name
Triage Team	**Reports to Operations Section Lead**
Team Lead	KIM, AMAZINGGRACE
Member 2/Backup Lead	PETERS, MADELINE
Member 3	RENDEROS, MILI
Member 4	REGNIER, LUZ
School Site Crisis Team	**Reports to Operations Section Lead**
Team Lead	RALLION, MARIE FRANCE
Member 2/Backup Lead	LANGLEY, SHARON
Member 3	PETERS, MADELINE
Member 4	HORTON-HODGE, LISA
Search and Rescue (SAR) Coordinator	**Reports to Operations Section Lead**
SAR Coordinator	CHOI, SUNG

3. Incident Command System

SAR Backup Coordinator	LEMUS-RODRIGUEZ, JASMINE
Search and Rescue Team 1	**Reports to SAR Coordinator**
Team Lead	ALVARADO, JANET
Member 2/Backup Lead	GONZALEZ DE TORRES, BERNICE
Member 3	BRAVO, LUISA
Member 4	CHOI, CHUNG
Search and Rescue Team 2	**Reports to SAR Coordinator**
Team Lead	REGNIER, LUZ
Member 2/Backup Lead	RUIZ, SILVIA
Member 3	MARROQUIN, ANGELITA
Member 4	ALVARADO, JANET
Search and Rescue Team 3	**Reports to SAR Coordinator**
Team Lead	KIM, HYOSUN
Member 2/Backup Lead	OLIVERA MARTINEZ, KAREN
Member 3	RECINOS, JENNIFER
Member 4	ARGUETA, HENRY
Search and Rescue Team 4	**Reports to SAR Coordinator**
Team Lead	
Member 2/Backup Lead	
Member 3	RAHEB, RAMI
Member 4	CARRILLO, ALEX
Access and Functional Needs Position	**Reports to Operations Section Lead**
Primary	MENZIES, SCOTT
Secondary	CHARLIE, CHRISTINE
Security / Utilities Team	**Reports to Operations Section Lead**
Team Lead	PEREZ, JOSE
Member 2/Backup Lead	ARMAS CARCAMO, BESSIE
Member 3	
Member 4	
Fire Suppression / HazMat Team	**Reports to Operations Section Lead**
Team Lead	LEE, HOON
Member 2/Backup Lead	LUIZAGA, HAROLD
Member 3	MILES, MATTHEW
Member 4	
Assembly Area Team	**Reports to Operations Section Lead**
Team Lead	YOO, HYON DOUK
Member 2/Backup Lead	LANGLEY, SHARON

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Member 3	
Member 4	
Request Gate Team	**Reports to Operations Section Lead**
Team Lead	YUN, MI YOUNG
Member 2/Backup Lead	GRANADOS, FLOR
Member 3	KIM, CRYSTAL
Member 4	GRANADOS, FLOR
Reunion Gate Team	**Reports to Operations Section Lead**
Team Lead	LANGLEY, SHARON
Member 2/Backup Lead	RUIZ, LETICIA
Member 3	
Member 4	
Supply / Equipment Team	**Reports to Logistics Section Lead**
Team Lead	LEMUS-RODRIGUEZ, JASMINE
Member 2/Backup Lead	LANGLEY, SHARON
Member 3	
Member 4	
Hygiene Team	**Reports to Logistics Section Lead**
Team Lead	PEREZ, JOSE
Member 2/Backup Lead	CABRALES PINEDA, ROBERTO
Member 3	
Member 4	
Transportation Position	**Reports to Logistics Section Lead**
Primary	MENZIES, SCOTT
Secondary	HONG, ELIZABETH
Documentation / Communication Position	**Reports to Planning Section Lead**
Primary	YOO, HYON DOUK
Secondary	LANGLEY, SHARON
Staff Accounting Position	**Reports to Finance/Admin Section Lead**
Primary	YOO, HYON DOUK
Secondary	LEMUS-RODRIGUEZ, JASMINE
Cost Accounting Position	**Reports to Finance/Admin Section Lead**
Primary	YOO, HYON DOUK
Secondary	LANGLEY, SHARON
Manager of School Emergency Response Box	**Delivers Box Contents to Command Post As Needed**
Primary	ALVARADO, JANET

3. Incident Command System

Secondary	LANGLEY, SHARON

4. Training and Exercises

4.1 Training and Exercise Expectations

All school staff shall be trained on the plan (CA E.C. § 32280). Everyone involved in the plan needs to know their roles and responsibilities before, during, and after an emergency. The Training and Exercises section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that all staff members, as well as students, parents, and community representatives understand emergency roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Content may be influenced based on similar requirements at the District and/or local jurisdiction level. Exercises may range from basic fire and shelter in place drills to full-scale community-wide drills that realistically portray an emergency event and show the role the school plays in school District and municipal planning.

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4. Training and Exercises

4.1.2 *Every School Safe*: Training Certification Table

This school year, our school has conducted the following mandated safety training modules:

Training Module Topic	Audience	Enter Training Date	Resources	Contact
Creating Welcoming Environments **Due 9/25/24**	All school employees	8/13/2024	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	8/16/2024		
	Students	8/19/2024		
Suicide Awareness and Prevention **Due 10/23/24**	All school employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents			
	Students			
Emergency Readiness (ISSP Public Meeting and School Emergency Team Assignments and Duties Training) **Due 10/31/24**	All school employees (School Emergency Team Assignments and Duties Training)		Principal's Portal	Office of Emergency Management 213-241-3889 oem@lausd.net
	Parents/community (ISSP Public Meeting)			
Substance Use Awareness/Fentanyl **Due 11/20/24**	All School Employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents			
	Students			
De-escalation and Restorative Practices **Due 1/15/25**	Staff		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.
	Parents			

4. Training and Exercises

	Students			net
Administrative Investigations **Due 2/26/25**	School Administrators		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
Breaking the Silence Child Abuse Awareness **Due 4/30/25**	All School Employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
Grooming and Online Grooming Awareness **Due 4/30/25**	Parents		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Students			
Cybersecurity **Due 5/28/25**	All school employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents			
	Students			

4.2 District Documents Concerning Emergencies

For additional context for school site trainings, access LAUSD documents relevant to school emergencies on the LAUSD Emergency Documents page of the Office of Emergency Management (OEM) website.

4.3 Emergency Drills

To be adequately prepared, emergency drills should be executed and then documented at https://www.lausd.org/edrilleval. Training for all emergency procedures can be found through the STEPS program on MyPLN. The REF-5803 Emergency Procedures, Drills and Districtwide Exercises has more information on emergency response actions and required emergency drills. Emergency procedures are also in the Emergency Classroom Quick Guide. The principal should ensure these are reviewed and posted in all classrooms, offices, and common areas.

Five types of emergency drills are required as indicated in the table below, along with the required frequencies by school level. Schools are encouraged to foster relationships with and invite first responders to participate in drills. Schools must also participate in the radio test described in 4.3.5 below.

4. Training and Exercises

Drill Frequency Table:

Type	Elementary	Middle	Sr. High and Adult
Fire	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.
Lockdown	Within the first 30 days once per semester at minimum, including summer school.	Within the first 30 days once per semester at minimum, including summer school.	Within the first 30 days once per semester at minimum, including summer school.
Earthquake (Drop, Cover, Hold On)	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.
Shelter in Place	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.

Note: Review with only staff once per semester, the Rapid Relocation procedures for active shooter incidents meeting the specific criteria in BUL-5469 Lockdown and Rapid Relocation Procedures For All Schools.

4.3.1 Fire Drill

Signal:

(Most sites) Series of three and one half second pulses of electronic emergency horns, followed by a short pause; sequence repeats for at least three minutes.

For most fires, there is no Public Address (PA) system announcement, but the following drill announcement may be used preceding the fire alarm:

"Your attention, please. This is a fire drill. We need to evacuate all buildings when you hear the alarm. Teachers are to take their students and rosters to the Assembly Area and report to their designated section. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have exited."

Fire Drill Procedures

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Evacuate Building, Notifications and Student Reunification.)

Classroom Actions:

4. Training and Exercises

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the principal.
2. Familiarize yourself with the route your class will take before the drill begins.
3. When the signal is given, have students form a single line outside the classroom (form a double line for large classes).
4. Check to see that all students are out of the classroom. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Take student roster and close all doors to prevent the spread of smoke or fire.
5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single or double line in the designated Assembly Area.
7. Take and report attendance.
8. Wait for the “all clear” announcement or other signal and then return quietly to your classroom in single file.

All other personnel (not assigned to any emergency team): Report to Assembly Area for further instructions.

4.3.2 Earthquake Drill

An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. There is typically no advance warning or signal given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

Signal:

The signal for the drill is the following PA announcement.

“Your attention, please. This is a drill. As you are aware, we are experiencing some seismic activity. For everyone’s protection, all students should follow drop, cover, and hold on procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions. This is a drill.”

Indoor Earthquake Drill Procedures

Classroom Actions:

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Drop, Cover and Hold on, Evacuate Building, Notifications and Student Reunification.)

1. Initiate the DROP, COVER and HOLD ON action as described in Section 6.3.
2. Drop to knees facing away from windows.
3. Get under desks or tables and hold on to the furniture where possible.
4. Fold body onto floor with arms close to knees.

5. Place head as far as is possible between knees and grasp furniture leg; cover the crown of the head with the other hand.
6. Stay in this position until shaking stops.
7. Students will evacuate using the safest route or evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

Outdoor Earthquake Drill Procedures

1. Stay clear of buildings, power lines, light poles, etc.
2. Drop to the ground, cover head if possible and hold onto a stable object if available. If stable object is unavailable, place head as far as is possible between knees and cover crown of the head with hands.
3. Remain clear of obstacles and wait until the situation stabilizes and designated staff member gives all clear. Move to the emergency Assembly Area. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

If an earthquake occurs during non-classroom hours i.e., passing periods, recess, or lunch, all persons will proceed to the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.3 Lockdown Drill

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 from entering any occupied campus areas. This action is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school.

During a lockdown, students are to always remain in the locked classrooms or designated safe locations.

Signal:

The signal for the drill is the following PA announcement.

“Your attention please. This is a drill. There is a threat to your safety near the school and we are implementing a lockdown. For everyone’s protection, all students should go into the nearest classroom and lock the door. You should be in a protected position, away from doors and windows and anything that can hurt you. Hold this position until you are given further instructions. This is a drill.”

Lockdown Drill Procedures

Classroom Actions:

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4. Training and Exercises

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Lockdown and Notifications.)

1. When the announcement has been given, all classes will remain in their rooms. Ensure that classroom doors are locked.
2. Redirect any students in hallways or outdoors into the nearest classroom.
3. Physical education classes will proceed into the gym, auditorium, or multi-purpose room and follow the lockdown actions described below.
4. Move students to the most protected areas in the room and lock the door.
5. Have students stay away from doors and windows and sit on the floor (in some instances).
6. Close and lock all doors and windows. Cover all windows, including those in the door or adjacent sidelights by lowering blinds, closing slots, drawing curtains, or covering with paper.
7. Turn off lights, power equipment, appliances, and silence cell phones. All personnel must remain in the classroom until further instructions are received from official sources.
8. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
9. Remain in the secured room with all doors and windows locked, window blinds drawn, and lights off until further instructions are received from official sources.

4.3.4 Shelter In Place Drill

A Shelter in Place indicates an emergency that requires students and staff to remain inside.

Signal:

The signal for the “Shelter in Place” drill is the following PA announcement.

“Your attention, please. This is a drill. Because we have received information regarding a hazard in the community, we are instituting shelter in place procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under door or around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you. This is a drill.”

Shelter in Place Drill Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Direct any students in hallways into the nearest classroom.
3. Physical education classes or other classes meeting outdoors will proceed into the gym, auditorium, or multi-purpose room.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.

6. Close all doors and windows and move students away from any sources of outside air. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. Turn off Heating Ventilation and Air Conditioning units/systems if advised.
8. Cover any vents or holes with posters, paper, or plastic. Use wet paper towels to fill gaps under doors or windows. Block the exchange of air to the outside by putting laminated posters over vents.
9. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.
10. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.5 Radio Communications Test

Radio communications tests take place on the third Tuesday in October and the third Tuesday in March each year to ensure that the radio equipment and communications systems are working properly. The communications test follows the same procedures that will be used in an actual emergency. In an emergency when phone lines are inoperable, the Districtwide radio network is used to compile information about significant damages and injuries at each site. Using this information, the District can properly assess the impact of an emergency, request help from other agencies, and properly assign resources and assistance to those sites with the greatest needs.

Schools are identified as either Reporting, Base, or Directly Contacted schools which determines how the school will participate in the radio test and how they will communicate during actual emergencies.

Specific drill dates and the link to the most current Emergency Radio Communication Tree can be found at https://lausd.org/radiounit and on the OEM Drills and Exercises webpage. Schools should be very familiar with the Radio Tree and participate in the radio test each semester. After participating in each semester's radio test, schools are required to complete the evaluation: http://emergencydrills.lausd.net.

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5. Authorities and References

This section contains a list of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies. It provides for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator.

5.1 Legal Requirements

CA E. C. § 32280-32288. Requires a comprehensive school safety plan developed with first responder input, identifying appropriate safety strategies relevant to the needs and resources of the school. It requires specific representatives from the school and community to be involved in the planning process, an update of the plan annually, and the adoption of emergency procedures and policies. Requires that school safety plans include (among other items) disaster procedures and an earthquake procedure system including protective measures to be taken during an earthquake, and detailed “drop” procedures. Also requires training of school staff on the plan.

CA E. C. § 35295-35297. Specifies the components of the earthquake emergency procedure system for schools of more than 50 students, public and private: a school building disaster plan; a drop, cover, and hold on procedure; protective measures to be taken before, during, and after an earthquake; and a program for training students and staff in the adopted earthquake system.

CA E. C. § 32288. School safety plans may include an action plan with input from law enforcement and may determine the fiscal impact of implementing the plan. School safety plans are to be created using existing resources and are not to be developed with private consultants.

CA Code of Regulations § 560. School principals are to formulate the disaster preparedness plan and submit it annually to the Superintendent for approval. Schools are required to test the plan twice a year, not including fire drills.

5.2 Other Related Laws

CA Government Code § 3100 (Disaster Service Workers’ Act). All public personnel, including school District employees and charter school employees, can be declared Disaster Service Workers. As Disaster Service Workers, employees can be held at the work site and assigned disaster relief activities to perform until released during a disaster declared by the President or the Governor or proclaimed by the Mayor.

CA E. C. § 17280, CA E. C. § 81130. Specifies stricter building codes for and more frequent inspections of public-school buildings. It applies to new construction of school buildings and later was amended to include mandatory retrofitting of older, existing school buildings.

CA E.C. § 32040. Requires each school to have a first aid kit.

5. Authorities and References

CA E. C.§ 32001. Schools must have a fire alarm system and sound the alarm and conduct a fire drill at least once every calendar month at elementary schools, at least four times a year intermediate, and not less than twice a year at secondary schools.

CA E. C. § 215. Requires school districts to implement a pupil suicide prevention policy and develop a training for all District employees to increase awareness about suicide. The policy must address high-risk (vulnerable) students, including youth bereaved by suicide, youth with disabilities, youth with mental illness or substance disorders, youth experiencing homelessness or in out-of-home settings such as foster care, and lesbian, gay, bisexual, transgender, or questioning youth.

19 CCR § 1.02 Establishes minimum standards for the prevention of fire and for the protection of life and property against fire, explosion, and panic.

8 CCR § 3221 Sets forth the procedures for Fire Protection Systems.

24 CCR § 1 Adopts the California Fire Code as part of the Code of Regulations. Also referred to as the California Building Standards Code.

5.3 LAUSD Related Policy

LAUSD policies and guidance documents regarding emergencies can be found on the Office of Emergency Management website: LAUSD Emergency Documents.

6. Functional Annexes

Functional annexes focus on critical operational functions and the courses of action developed to carry them out, independent of the threat or hazard requiring response. While these functions should be described separately, it is important to remember that many functions will occur consecutively and that multiple functions may be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and visitors function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

Note: Only the Superintendent of the School District has the authority to cancel or close any LAUSD school.

Emergency procedures are also in the Emergency Classroom Quick Guide. The principal should ensure these are reviewed and posted in all classrooms, offices, and common areas.

Training for all emergency procedures can be found through the STEPS program on MyPLN. The LAUSD Staff/Responder Emergency Plan app is also available and includes 21 categories of emergency response procedures, all taken from the ISSP template.

The REF-5803 Emergency Procedures, Drills and Districtwide Exercises contains detailed information on emergency response actions and required emergency drills.

6.1 Accounting for all Persons

This action is taken to account for the whereabouts and well-being of all students, staff members, and visitors and is one of the first tasks that must be accomplished in any emergency.

Note: The below procedures are used to account for everyone after evacuating from school buildings. Schools should plan how to acquire this information, including accounting for visitors during a lockdown, shelter in place, or another emergency where everyone is inside. Methods may include MiSiS (for student attendance), email, calling the office via classroom phone, or hand-collected rosters/reports. Multiple methods should be planned for due to varied technology and safety factors in an emergency.

Accounting for all Persons Procedures

1. Teachers will take student rosters when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to list students/others as appropriate on attendance rosters and on the Missing Persons Report, Injury Report, and/or Supplemental Attendance Report.
2. Personnel working visitor check-in will take the visitor sign-in sheets and visitor stickers to the Assembly Area.

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3. Assembly Area Team members will collect student rosters, Missing Persons Report, Injury Report, and Supplemental Attendance Report from teachers and submit them to the Assembly Area Team Lead.
4. The Assembly Area Team Lead will ensure that all visitors are accounted for, have a designated section of the Assembly Area away from students, and sign out when leaving campus.
5. The Assembly Area Team Lead will compile a master accounting of all persons on campus and make reports available to the Operations Section Lead and Incident Commander.

6.2 All Clear

This action is taken to notify staff and students that normal school operations can resume.

All Clear Procedures

1. The Incident Commander (principal or designee) will make the following announcement on the PA system, which signifies that the emergency is over. If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. “Your attention, please. You may now return to your classroom and resume usual activities. Thank you all for your cooperation.”
2. The Incident Commander will convene the School Site Crisis Team if the incident was traumatic to the school community.
3. The Incident Commander will make a final notification update to District offices and parents.
4. The Incident Commander will complete an iSTAR to document the incident, including follow-up actions.
5. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

6.3 Crisis Response

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance, and behavior. Common reactions to a school crisis may include shock, confusion, and fear. Although individual students, staff, families, or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults.

Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school
- The death of a student, staff or one of their family members by suicide or trauma
- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

Because of such critical incidents and emergencies, students and staff may exhibit a variety of

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emotional reactions. As soon as the physical safety of those involved has been ensured, crisis responders can focus on addressing the social-emotional needs of students and staff. Online training about crisis events is available on MyPLN in STEPS courses 207 and 409.

OTHER IMPORTANT DEFINITIONS

Trauma
Trauma refers to an event or a situation where an individual fears for their life. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

Psychological First Aid (PFA)
PFA an evidence-informed supportive strategy to help children, adolescents, adults, and families in the immediate aftermath of traumatic events, disasters, and terrorism. PFA is designed to reduce the initial distress caused by these stressful events and to foster short-and long-term adaptive functioning and coping amongst students, staff, and parents/guardians.

MULTI-TIERED CRISIS RESPONSE TEAM MODEL
There are three tiers of crisis response: school site, Region, and District office. The basic structure of the multi-disciplinary support teams on all three tiers should be similar in their composition and incorporate District staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the Region, District office, or a combination thereof.

Tier I: School Site Crisis Response
School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The School Site Crisis Team determines if there is a need for additional assistance from the Region crisis team. The School Site Crisis Team may be activated as part of the Incident Command System (ICS) Team during an emergency or disaster, or may be activated as a stand-alone team, depending on the incident.

Tier II: Region Crisis Response
The school site administrator/designee contacts the Region Operations Administrator(s) for support and assistance if the crisis response required is beyond the scope of what the School Site Crisis Team can provide. Assistance from the Region crisis response team includes consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Tier III: District Office Crisis Response
In collaboration with the Region Operations Administrator(s), the school site administrator/designee determines if there is a need for support from the central crisis response team. Assistance from the District office crisis response team includes consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Crisis Response Procedures

1. As the Incident Commander, the principal or designee or designee activates the school ICS Team, including the School Site Crisis Team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
2. The Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The Crisis Team will provide direct crisis intervention services, including the implementation of PFA.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator and request additional resources, as necessary.
5. The Incident Commander will direct the Planning and Intelligence Team Lead or other authorized user to open or update an iSTAR on the incident, documenting the actions of the Crisis Team.
6. The Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.
7. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
8. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

School Site Crisis Response

Crises can impact various areas of the District. They can impact a school, multiple schools, offices and Regions, as well as departments within the District (e.g., Beyond the Bell Branch, Transportation Services Division, Food Services Division, Maintenance and Operations). The following are general preparedness, response, and recovery protocols for the administrator/designee to implement during any crisis in a school, District office, department, at District and school-related activities, and in all areas within the District's jurisdiction.

A. Preparedness
   1. Establish a Multidisciplinary School Site Crisis Team
   2. Schedule Regular Multidisciplinary Crisis Team Meetings
   3. Provide Opportunities for Training and Professional Development

B.

   The following are general procedures for the administrator/designee to respond to crisis situations.
   1. Ensure Campus/Office Safety
   2. Identify the Family Liaison(s)
   3. Determine the Facts
   4. Activate the Multidisciplinary Crisis Team
   5. Notify
   6. Assess the Crisis Response Need
   7. Develop a Response Plan

Psychological First Aid: Responding to Crisis Incidents

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6. Functional Annexes

Psychological First Aid (PFA) is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, act of violence, or terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

For PFA handouts in multiple languages, visit School Mental Health.

1. **LISTEN** to what they say and how they act.
   - Address the feeling/behavior as soon as possible.
   - If a student wants to talk, be prepared to listen, and focus on what they say and how you can be of help.
   - Observe nonverbal communication. Remember that student may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
   - Express compassion and calmness in your statements as well as nonverbal behaviors.
2. **PROTECT** by maintaining structure, stability, and consistency.
   - Maintain daily routines, activities, and structure with clear expectations and consistent rules.
   - Provide supervision and consistency to encourage successful outcomes.
   - Give information that is accurate and age appropriate.
   - Keep the environment free of anything that could re-traumatize the student.
   - Validate the student's life experience.
   - Maintain confidentiality as appropriate.
3. **CONNECT** through interaction, activities, and resources.
   - "Check in" with student on a regular basis.
   - Become familiar with learning support staff at your school (Psychiatric Social Worker, PSA Counselor, School Psychologist, Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student.
   - Encourage interactions, activities, team projects with friends and teachers.
   - Keep communication open with others involved in the students' lives (parents, other teachers, coaches etc.).
     Note: If you suspect child abuse and/or neglect, report to the appropriate child protective services agency, according to BUL-1347 Child Abuse and Neglect Reporting Requirements.
4. **MODEL** calm and optimistic behavior.
   - Model healthy responses by remaining calm, courteous, organized, and helpful.
   - Pay attention to your thoughts, feelings, and reactions about the event. Amid a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
   - Take constructive actions to assure safety.
   - Monitor conversations that students may engage in or hear.

- Acknowledge the difficulty of the situation but demonstrate how people can come together to cope after such an event.
- Practice self-care.

5. **TEACH** about normal changes that can occur when traumatized.
   - Student may have different reactions even to the same event.
   - Encourage students to identify and use positive coping strategies to help them after the event.
   - Help your students to problem solve to get through each day successfully.
   - Help students set small “doable” goals and share in these achievements as “wins.” Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

6.4 Drop, Cover, and Hold On

This action is taken to protect students and staff from flying or falling debris and is commonly used during an earthquake or explosion.

Drop, Cover, Hold On Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the principal may use other means of communication, such as broadcasting on the two-way radio. Classrooms should implement drop, cover, and hold on when they feel the shaking of an earthquake, even if there is no announcement. The Incident Commander (principal or designee) should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention please. We are having an earthquake. Drop, cover, and hold on in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions.”
2. If inside, teachers will instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.
5. Students who have disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on their wheelchairs, and protect their head and neck with their hands.
6. The Incident Commander will follow drop, cover, and hold on with evacuation to the assembly area and notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action. Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402.

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6.5 Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building. It is most commonly used in response to a fire, after an earthquake (following drop, cover, and hold on), or any emergency where the building and its contents are perceived to be a threat to student safety.

Evacuate Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means of communication. The principal or designee should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll book to the Assembly Area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left.”
2. The Incident Commander will activate the fire alarm system as a signal to evacuate.
3. Designated emergency team members/staff will take medications and related documents, as well as other medical supplies/equipment such as first aid kit, AED, EpiPen and sharps container.
4. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
5. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers must list missing students on the Missing Persons Report and submit to the Assembly Area team.
6. Once assembled, teachers and students will stay in place until further instructions are given.
7. The Incident Commander will make appropriate notifications to the District and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training that includes building evacuation is available on MyPLN in courses STEPS 201 and STEPS 401. Fire alarm system training is available on MyPLN in STEPS course 418.

6.6 Lockdown

This action is taken when the threat of violence or gunfire is identified or when directed by law enforcement and is necessary to prevent the perpetrator from entering any occupied campus areas. During a lockdown, students are to always remain in locked classrooms or designated safe locations.

This action secures the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school.

Lockdown Procedures

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1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means of communication, such as broadcasting on the two-way radio or using runners, if it is safe to do so. The principal or designee should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention, please. We have an emergency and need to implement a lockdown. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside to the nearest building or classroom.”
2. If inside, teachers will instruct students to stay away from doors and windows, lock all doors and windows, and sit on the floor (in some instances). Cover all windows, including those in the door or adjacent sidelights, by lowering blinds, closing slots, drawing curtains, or covering with paper.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium) and follow the listed lockdown actions above. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. Turn off lights, power equipment, appliances, and silence cell phones.
5. Teachers and students will remain in the classroom or secured area with all doors and windows locked, window blinds drawn, and lights off until further instructions are given by the principal or designee or law enforcement.
6. 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.
7. The Incident Commander will call the Los Angeles School Police Department Watch Commander’s Office at (213) 625-6631. The Watch Commander will provide advice and support for the School Incident Commander by interfacing with municipal police and fire departments and sending an LASPD officer to the school.
8. The Incident Commander will make appropriate notifications to the District and parents.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action. Supplemental online lockdown training courses STEPS 203, 302, and 403 are offered through MyPLN.

Details are available in BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools.

6.7 Notifications

Response actions should be accompanied by the following notifications:

- 911
- Los Angeles School Police Watch Commander’s Office at (213) 625-6631
- Region Operations
- Blackboard Connect messages to parents and/or staff

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- Incident System Tracking Accountability Report (iSTAR)

6.8 Rapid Relocation (option ONLY for Active Shooter on Campus incidents)

More information is available in BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools. Active shooter training for LAUSD schools is available from LASPD; contact them at (213) 625-6631 for inquiries and to schedule the training. If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

For suggested Options for Perimeter Gate Access during a Rapid Relocation, please access Attachment C in BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools.

Rapid Relocation Procedures

1. When the decision to perform a Rapid Relocation has been made, the School Incident Commander will:
    - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off-site relocation point is the preferred destination, only if the route is safe. Teachers/staff are to account for any students with a cognitive disability who may not have understood the directions. Note that all students/staff including those with access and functional needs should use the same route, which should be accessible to all, for relocation.
    - Inform the LASPD Watch Commander at (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
    - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
    - Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the LASPD Watch Commander will:
    - Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex.
    - Dispatch a field officer to the relocation point to advise and support the School Incident Commander.
    - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.

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- Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
- Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
- Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.

3. LASPD officers dispatched to the scene will:
   - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.
   - Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
   - Maintain a perimeter at the off-site relocation point between the school population and others.
   - Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.
4. The Region Operations Coordinator will:
   Connect with the School Incident Commander in person, by phone or radio and provide resources from the Region that might include the following:
   - Dispatch the Region Crisis Team to the school relocation point.
   - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
   - Send out a Blackboard Connect message to parents from the Region office with additional information.
   - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the Region office.
   - Assist with reunification.
5. The Triage Team will work with first responders and local authorities to ensure wounded students and staff receive medical attention.
6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the School Site Crisis Team to ensure notification of parents and family members of the wounded.
7. All media inquiries will be referred to the designated Public Information Officer.
8. The School Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All-Clear action.
10. The School Incident Commander will debrief with staff and school police officers.

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6.9 Relocation (Off-Site Evacuation)

This action is taken when authorities have determined that it is unsafe to remain on the campus and evacuation to an off-site relocation site is required and the below procedures do not apply during an active shooter incident, a tsunami, or large hazardous materials release all of which require more specialized procedures.

Note that all students/staff including those with access and functional needs should use the same route, which should be accessible to all, for relocation.

Relocation Procedures

1. The principal or designee becomes the Incident Commander and activates the school ICS Team. The Incident Commander will collaborate with the Region, LASPD, and local authorities to determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The required primary and back-up off-site relocation sites are indicated on the Vicinity Map in the Integrated Safe School Plan. Teachers and students will stay together during the evacuation.
2. The Incident Commander will decide if it is more efficient to have classes systematically report first to a gathering point/staging area on campus, such as the auditorium, and evacuate everyone off the campus from that single location.
3. The Incident Commander will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We need to institute an off-site relocation. Teachers are to take their students, roll book, emergency supplies, and report to their designated off-site relocation point (or to the staging area, if evacuation will be by school bus instead of walking). Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited.”
4. If the site will be evacuating by school bus, the Incident Commander will activate the Transportation Support position to assist with planning and carrying out the evacuation, including the evacuation of necessary supplies to support the school at the relocation site.
5. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
6. The Incident Commander will appoint a team of available staff to sweep the campus and check every room/location to ensure that the entire campus is evacuated. Attendance for students and staff must be taken.
7. Once assembled off-site, teachers will take attendance again and students will stay in place with their teacher until further instructions are given.
8. The Incident Commander will make appropriate notifications to the District and parents, including signage on gates indicating the relocation destination.

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9. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.
10. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

6.10 Shelter in Place

This action is taken to place and/or keep students indoors to provide a greater level of protection from airborne contaminants in the outside air or other hazards. Shelter in Place is implemented when there is a need to isolate students and staff from the outdoor environment and may include the shutdown of classroom and/or building heating/air conditioning systems. During a Shelter in Place, no one should be exposed to the outside air.

The difference between Shelter in Place and Lockdown is that a shelter in place may involve the shutdown of heating and air conditioning (HVAC) systems and allows for the free movement of students within a building. However, students in bungalows and buildings with exterior passageways will have to remain in the classroom.

For situations that do not require the protective actions listed under Shelter in Place, a principal can implement an "Indoor Activities Schedule" to minimize outdoor student activity and to further protect school community from environmental discomforts. An Indoor Activities Schedule may be implemented at any time and for any reason that meets the needs of the school. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Exercises

Shelter in Place Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means of communication, i.e., sending messengers to deliver instructions. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We are implementing a Shelter in Place, due to an air quality issue. Students and staff are to remain inside the building away from the outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under exterior doors and around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.”
2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an

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alternative indoor location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office of the number of students in the room with them, their names, and the names of any student who are not accounted for.

4. Teachers are responsible for securing individual classrooms and the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil, plastic wrap, or laminated posters, if possible; and turn off any sources of ignition, such as pilot lights.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. The Incident Commander will monitor news media for information about the incident.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action. Online training about shelter in place is available on MyPLN in courses STEPS 204 and 404.

6.11 Student Reunification

Student reunification is implemented to reunite students with their custodial adult after a critical incident or disaster (a significant fire, natural disaster, violence, school bus accident, etc.) that prevents a normal school dismissal.

Reunification Procedures

1. The Incident Commander or designee will direct the Request and Reunion Gate Teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate.
3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.
4. Message runners will notify the Assembly Area Team of the student to be escorted to the Reunion Gate.
5. The Reunion Gate Team will check parent/guardian identifications, confirm student identity, and keep accurate records of students leaving the campus.
6. Members of the School Site Crisis Team may be asked to assist the Reunion Gate Team. If a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location and be informed of their child's condition away from others. It is suggested that a member of the School Site Crisis Team then stay with the parents and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place.

8. Members of other School Emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

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7. Threat and Hazard-Specific Annexes

The threat and hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in the functional annex need not be repeated in a threat or hazard-specific annex. These annexes were developed at the District level, based on risk analyses.

7.1 Active Shooter/Gunfire

More information is available in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools. Active shooter training for LAUSD schools is available from LASPD; contact them at (213) 625-6631 for inquiries and to schedule the training. If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

7.1.1 Active Shooter Procedures

1. Upon first indication of an active shooter, personnel should immediately notify the principal or designee, who becomes the Incident Commander.
2. The School Incident Commander (principal/designee) will initiate a lockdown, the recommended appropriate emergency function.
3. The School Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so.
4. The School Incident Commander activates the Incident Command (ICS) Team.

The Planning and Intelligence Team Lead will:

- Notify the Region Administrator of Operations and/or Operations Coordinator and request assistance.
- Prepare a message for parents to be sent on Blackboard Connect.
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.

The Operations Team Lead will:

- Ensure that perimeter gates are secured and that all students, staff, and visitors are safely secured behind locked doors.
- Begin the process of accounting for all students and staff.
- Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
- If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

7.1.2 Rapid Relocation Procedures

1. The School Incident Commander will:
    - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off-site relocation point is the preferred destination, if the route is safe. Note that all students/staff including those with access and functional needs should use the same route, which should be accessible to all, for relocation.
    - Inform the LASPD Watch Commander at (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
    - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
    - Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the LASPD Watch Commander will:
    - Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units and/or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex.
    - Dispatch an officer to the relocation point to advise and support the School Incident Commander.
    - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
    - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
    - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
    - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:

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- Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.
- Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
- Maintain a perimeter at the off-site relocation point between the school population and others.
- Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.

4. The Region Operations Coordinator will:
   - Connect with the School Incident Commander in person, by phone or radio and provide resources from the Region that might include the following:
     - Dispatch the Region Crisis Team to the school relocation point.
     - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
     - Send out a Blackboard Connect message to parents from the Region office with additional information.
     - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the Region office.
     - Assist with reunification.
5. The Triage Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the School Site Crisis Team to ensure notification of parents and family members of the wounded.
7. All media inquiries will be referred to the designated Public Information Officer.
8. The School Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All-Clear action.
10. The School Incident Commander will debrief with staff and school police officers.

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7.2 Aircraft/Vehicle Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property. If a crash results in a fuel or chemical spill on school property, refer to Section 7.4 Biochemical/Hazardous Materials as needed.

Aircraft/Vehicle Crash Procedures

1. The principal or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Section 7.4 Biochemical/Hazardous Material.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Triage Team will check for injuries and provide appropriate medical assistance.
8. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. A Region representative will call the Region Public Information Officer with information on this situation as appropriate.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen. Notify OEHS if it is a fuel or chemical spill and M&O if building or site damage.
10. The School Site Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an off-site relocation.
12. The Incident Commander will notify and update parents via Blackboard Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

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7.3 Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff.

Animal Disturbance Procedures

1. The principal or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, School Police (213) 625-6631, LA City Animal Services (888) 452-7381, and/or the Department of Fish and Game (888) 334-2258 and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or Triage Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents via Blackboard Connect if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.4 Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Common releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity to the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

- Multiple victims suffering from watery eyes
- Twitching
- Choking
- Loss of coordination
- Trouble breathing
- Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

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7.4.1 Substance Released Inside a Room or Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, School Police at (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. clothing, extra uniforms, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evaluate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.4.2 Substance Released Outdoors and Localized Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area

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upwind from the release. The Incident Commander will, as necessary, initiate the Shelter in Place or Evacuate Building action.

2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, School Police at (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. uniforms, extra clothing, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evacuate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training about Shelter in Place is available on MyPLN in STEPS courses 204 and 404.

7.4.3 Substance Released in Surrounding Community Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS team, and if they or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter in Place.
2. Follow all Section 6.10 Shelter in Place procedures.
3. The Incident Commander will call the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the nature of emergency.

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4. The Incident Commander will monitor local news for information about the incident and notify the South Coast Air Quality Management District (SCAQMD) at 1-800-CUT-SMOG or 1-800-288-7664.
5. The school will remain in Shelter in Place until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training about Shelter in Place is available on MyPLN in STEPS courses 204 and 404.

7.5 Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a school bus field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch by radio or 1-800-LABUSES or the nearest school.

7.5.1 Bus Earthquake Procedures

1. The driver will initiate the Drop, Cover, Hold On action for all persons on the bus.
2. The driver will stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The driver will check for injuries and provide first aid as appropriate.
4. The driver will contact Bus Operation Dispatch to report the location and condition of students and the bus. Bus Operation Dispatch will contact and update the school principal and bus supervisors.
5. If it is safe, the driver will proceed to the nearest LAUSD school for possible shelter, upon arriving at the school, the driver is to notify the school principal or designee and remain with the children until further instructions are received from the principal or designee.
6. The principal or designee will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
7. The principal or designee will notify and update parents via Blackboard Connect.
8. If instructed by the Bus Operations Dispatch or designee to continue the route, the driver will:
    - If enroute to school, continue to pick up students.
    - If dropping students off, continue to do so, provided there is a responsible adult at the bus stop to receive students in Pre-K through second grade and a designated adult for students with an IEP.
9. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
10. The driver will account for all students and staff throughout the emergency.

7.5.2 Bus Flood/Flash Flood Procedures

1. The driver will NOT drive through flooded streets and/or roads.

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2. The driver will take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, the driver will stay in place until help arrives.
4. The driver will contact and update Bus Dispatch to report location and condition of students and the bus. Bus Operations will update the school principal or designee and bus supervisor.
5. The principal or designee will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via Blackboard Connect.
7. In all instances, the driver will not attempt to cross damaged bridges or overpasses.
8. The driver will account for all students and staff throughout the emergency.

7.5.3 Serious Bus Crash or Bus Fire Procedures

1. The driver will park the bus in a safe location as directed by law enforcement or Transportation supervisor.
2. The driver will set the emergency brake and turn off the ignition.
3. The driver will initiate the Evacuation action for all persons on the bus in the event of a fire. Drivers should keep in mind:
   a. Bus fires can be controlled by using fire extinguishers.
   b. Most modern buses have an integrated fire suppression system to put out engine fires and can be activated by push of a button or automatically triggered by a fire.
4. When an accident occurs, the driver will check for injuries and provide appropriate first aid as deemed necessary prior to the arrival of emergency responders.
5. The driver will immediately notify School Bus Operations Dispatch if an accident has occurred. Injuries will be reported at that time as well as the exact location of the bus.
6. Upon notification of an accident with students on board a bus, School Bus Operations Dispatch will notify the California Highway Patrol (CHP) for assistance.
7. The driver will contact Bus Operations Dispatch to report any updates at the location and condition of the students. School Bus Operations Dispatch will then provide the necessary updates to District personnel.
8. The principal or designee will notify the Region Administrator of Operations and/or the Operations Coordinator of the incident.
9. The principal or designee will notify and update parents via Blackboard Connect.
10. The driver will stay with the disabled bus until help arrives.
11. The driver will account for all students and staff throughout the emergency.
12. The Bus Supervisor or other authorized user will open an iSTAR on the incident.

7.6 Demonstration/Walkout

A Demonstration/Walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized and may be unlawful. Students are sometimes encouraged by protesters (in person or via social media) to participate in a

demonstration as it passes by a school. Information is available in BUL-6320 Procedures for Handling Disturbances or Demonstrations on or Adjacent to School Sites.

Demonstration/Walkout Procedures:

1. Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the appropriate emergency function, which may include a modified Lockdown.
3. The Incident Commander will notify School Police at (213) 625-6631 to request assistance and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
6. If students attempt to leave the campus, inform students in the presence of adult witnesses that they should attend classes. Notify individual students that they risk consequences if they remain on campus but do not attend classes or if they attempt to leave campus. Remind students that if they persist in unlawful activities following ample warning and notice of suspension, they may be subject to disciplinary action. Note: No physical effort shall be made to prevent students from leaving the campus.
7. Students not participating in the demonstration/walkout should remain in their classrooms until notified otherwise by the Incident Commander. Teachers will close and lock classroom doors to protect students from a demonstration that becomes unruly. Students and staff should be protected from broken window glass by closing available window coverings.
8. The Planning and Intelligence Team's Documentation Unit should keep accurate record of events, conversations, and actions.
9. All media inquiries will be referred to the school's designated Public Information Officer, who will also monitor local news outlets and initiate further actions as appropriate.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
12. The Incident Commander should proceed using good judgement based on Law Enforcement or other legal input, in taking action to control and resolve the situation.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

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7.7 Disorderly Conduct

Disorderly conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the individual is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate. Information is available in BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) andBUL-5799 Threat Assessment and Management (Student-to-Student, Student-to-Adult, Student-to-School). Online training about threats is available on MyPLN in courses STEPS 208 and 408.

Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by the school administrator and/or School Police.
2. Staff will immediately notify the principal or designee.
3. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
4. The Incident Commander will call School Police at (213) 625-6631 and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the individual in a calm, non-confrontational manner and request they leave the campus. Avoid any hostile situations.
6. If the individual is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via Blackboard Connect, as necessary.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.8 Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The below procedures should be implemented in response to all earthquakes, regardless of magnitude.

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Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402. Other resources are available through the OEM and STEPS websites.

7.8.1 Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover, and Hold On. If your school is equipped with the ShakeAlert system which provides advance notice of an earthquake, you will Drop, Cover and Hold On upon receiving an alert through PA system.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
4. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students or any student that was left behind.
6. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
7. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
8. The Triage Team will set up the triage stations, check for injuries and provide appropriate medical assistance.
9. The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
10. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
11. The Incident Commander will contact the Region Administrator of Operations and/or Operations Coordinator to determine additional actions that may be necessary. If the School Emergency Status Report (SESR) is activated, school conditions will be reported through this tool. Region personnel will communicate conditions to the District's Emergency Operations Center.
12. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.

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13. The Incident Commander will contact the Area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any damaged areas will not be reopened until the Area Facilities Team provides clearance and the Incident Commander gives authorization to do so.
15. The Incident Commander may initiate a Relocation if warranted by changes in conditions at the school.
16. The Incident Commander will direct the Planning and Intelligence Coordinator or another authorized user to open an iSTAR on the incident.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.8.2 Earthquake during Non-School Hours Procedures

Note: These procedures should be followed only when some staff is on campus.

1. Upon the first indication of an earthquake, everyone on campus is to Drop, Cover and Hold on. If your school is equipped with the ShakeAlert system which provides advance notice of an earthquake, you will Drop, Cover and Hold On upon receiving an alert through PA system.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.
   Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the School Police Watch Commander's Office at (213) 625-6631 that you are on campus before beginning a site assessment.
3. The Incident Commander should confer with the Region Administrator of Operations and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
4. If the school cannot be occupied, the Incident Commander and Region Administrator of Operations will determine an alternate location for affected buildings and programs, and the Incident Commander will notify staff members and parents via Blackboard Connect.
5. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.

7.9 Explosion/Risk of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

7. Threat and Hazard-Specific Annexes

7.9.1 Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On or Take Cover if outdoors in an open area.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will call 911 and School Police at (213) 625- 6631 and OEHS at (213) 241-3199 to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. The Region office will inform the Region Public Information Officer of the situation.
4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate emergency functions. Action may include Shelter in Place, Evacuate Building or Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
5. In the event of an evacuation, staff, and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. The Triage Team will check for injuries and provide appropriate medical assistance.
10. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
11. The Planning and Intelligence Team Lead will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.
13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the Area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
15. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.
16. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.

17. The Incident Commander may initiate a Relocation if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.2 Risk of Explosion on School Property Procedures

1. If a school is notified by authorities of the risk of an explosion, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff, and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and School Police at (213) 625-6631 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the fire department arrives.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Lead will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
9. The Incident Commander will notify and update parents via Blackboard Connect.
10. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
11. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
12. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to School Police and the Region Administrator of Operations.
13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate a Relocation, if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.3 Explosion or Risk of Explosion in Surrounding Area Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place response action.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. The Incident Commander will notify and update parents via Blackboard Connect.
6. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
7. The school will remain in a Shelter in Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure waves, expanding fireball, and subsequent radioactive fallout. More information about incidents involving radioactive material is available in the resource In The Event of a Nuclear Incident: A Reference for Schools and on MyPLN in courses STEPS 205 and 405.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.
3. The Incident Commander will notify 911 and School Police at (213) 625-6631 and provide details on the area and personnel affected at the school.
4. After the initial blast, ICS teams should provide medical assistance and extinguish small fires as needed.
5. The Incident Commander will ensure the prompt relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
6. The Security/Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan in the ISSP for gas supply shut-off valve) and fans in the area; close and lock exterior doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; cover windows, seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.

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8. The Incident Commander will notify and update parents via Blackboard Connect.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
11. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
12. The school will remain in Shelter in Place until the Los Angeles County Department of Public Health or other appropriate agency ends the Shelter in Place or issues relocation instructions. Authorities may advise relocation.
13. The Planning and Intelligence team will complete a School/Site Preliminary Damage Report and transmit it to School Police and the Region Administrator of Operations.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.5 Explosive Device Threat/Suspicious Package

Response to an explosive device threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call, email, social media, or other means that may present a risk of an explosion. Information is available in the BUL-6460 Explosive Device Threats and Suspicious Devices.

7.9.6 Explosive Device Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
    - Nature of threat on phone line
    - Name of school
    - Phone number of line receiving threat
    - Name and contact information of staff member
2. The person answering the threat call should immediately inform the principal, and then use the Explosive Device Threat Form to gather and record information about the call.

Explosive Device Threat Form Questions include:

- Where is the explosive device (building, location)?
- When is it going to explode?
- What kind of explosive device is it? What does it look like?
- Who set the explosive device? Why was the explosive device set?
- What can we do for you to keep the explosive device from exploding?
- What is your name?
- How old are you?
- Where do you live?
- How can you be contacted?

7. Threat and Hazard-Specific Annexes

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:

- Caller Characteristics:
  - Gender
  - Age
  - Accent
  - Slurred/impaired speech
  - Recorded/disguised voice
  - Familiarity
  - Irrational/incoherent
- Background Noise:
  - Traffic
  - PA System
  - Typing
  - Other

3. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls School Police at (213) 625-6631 who will advise the school. In most cases, School Police will direct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with School Police, will determine the appropriate emergency functions, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
4. If the school discovers unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, report the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.
5. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. No attempt should be made to investigate or examine a discovered suspicious object.
7. The Incident Commander will notify and update parents via the District's mass notification system.
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. After the search, the Incident Commander will consult with Law Enforcement to determine any alteration to the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
10. When a suspicious object or explosive device is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.
11. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.

12. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
13. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
14. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
15. After the incident is over, the Incident Commander will complete the Explosive Device Threat Report, submit a copy to LAUSD at wcoffice@lapsd.com, submit a copy to Region Operations, keep a copy at the school site, and upload it to the iSTAR created for the incident.

Explosive Device Threat – Other Means

If an explosive device threat is received via letter, email, social media, or other means, the principal will consult with LASPD to determine a course of action. The principal will make the appropriate notifications and take other actions as described above in Section II, Procedures for Explosive Device Threat – Telephone, D-P, as necessary.

7.9.7 Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the principal or designee should be immediately alerted.
2. The principal or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security/Utilities Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for

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any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.

11. The School Site Crisis Team will convene and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
13. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete only section II (Report by Principal) of the Explosive Device Threat Report, submit a copy to LASPD at wcoffice@laspd.com, submit a copy to Region Operations, keep a copy at the school site, and upload it to the iSTAR created for the incident.

7.10 Fire

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

7.10.1 Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Online training about fires is available on MyPLN in courses STEPS 201 and 401. Online training about fire alarm systems is available on MyPLN in course STEPS 418.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The Incident Commander will call 911 and School Police at (213) 625-6631 and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the fire. Region personnel will contact the Region Public Information Officer with information on this situation.
5. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.

7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify OEHS at (213) 214-3199 that a fire occurred.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
12. If needed, the Logistics Team Lead will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
13. Any affected areas will not be reopened until the Los Angeles City or County Fire Department, or appropriate agency provides clearance, and the school administrator issues authorization to do so.
14. For fires during non-school hours, the Incident Commander and the Region Administrator of Operations will determine if the school opens the following day.
15. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the “fire is out.”
16. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.10.2 Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school or a wildfire that impacts the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Shelter in Place, Evacuate Building or Relocation.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The HazMat/Fire Team will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Exercises.
6. In addition, the principal can determine air quality by accessing the Los Angeles Unified Know Your Air Network. The network consists of 200 air quality sensors deployed at

school sites and facilities throughout the entire 710 square-mile district to show local conditions in real time. Every school in Los Angeles Unified has a network sensor nearby (within approximately 1.6 miles), allowing all schools to determine air quality by looking at the nearest sensors. The network can be accessed at https://www.lausd.org/knowyourairnetwork.

7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. Region personnel will call the Region Public Information Officer with information on this situation.
8. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
9. The Incident Commander will notify OEHS at (213) 241-3199 of the fire.
10. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
12. The Incident Commander will notify and update parents via Blackboard Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
14. If needed, the Logistics Team Lead will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
15. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will update the school community.

7.11 Food/Beverage/Water Contamination

This procedure should be followed if site personnel report suspected contamination of food or beverages served for the various food programs. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or beverage supplies, or if notified of possible food contamination by Central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses. Online training about food safety is available on MyPLN in course STEPS 417.

Note that the Food Services Division will support with the procedures related to food and beverages that they serve.

Suspected Contamination of Food/Beverage/Water Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will isolate and secure the suspected contaminated food/beverage/water to prevent consumption, and will restrict access to the area.

2. The Incident Commander will notify:
   - 911
   - School Police (213) 625-6631
   - County Department of Health Services (213) 974-1234
   - Office of Environmental Health and Safety (213) 241-3199
   - Food Services Division (213) 241-2993 or (213) 241-6419
   - District Nursing Services (213) 202-7580
   - Region Administrator of Operations and/or Operations Coordinator
3. The Planning and Intelligence Team Lead will make a list of all potentially affected students and staff and provide the list to responding authorities.
4. The Triage Team and/or school nurse will assess the need for medical attention and provide medical assistance as appropriate.
5. The Planning and Intelligence Team Lead will maintain a log of affected students and staff and their symptoms, the food/beverage/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Incident Commander will confer with the Los Angeles County Department of Health Services before resuming normal operations.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

The Food Services Division will conduct their own investigation if the contaminated food/beverage originated from the cafeteria. A Quality Control Incident Form is completed by the cafeteria manager and submitted to a Nutrition Specialist at the Food Services Division central office within 24 hours. He/she reviews the form, notifies the vendor from which the contaminated food/beverage originated, and has a sample of it picked up from the school to undergo laboratory testing. The lab results take 2-5 working days. If tests show positive for food-borne illness, Food Services reports the findings through iSTAR and to OEHS for direction and follow-up.

For cases involving water contamination, as well as non-cafeteria food and beverage spoilage or contamination, OEHS will support the school with proper protocol.

7.12 Public Health Emergency

The District's pandemic strategic plan is available here: LAUSD COVID-19 Compensatory Education Plan.

A Public Health emergency involves an infectious disease outbreak or a pandemic which requires a large-scale emergency need for medical health care services. A pandemic is the worldwide spread of a new disease, according to the World Health Organization. A pandemic occurs when a new virus emerges for which there is little or no immunity in the human population, begins to cause serious illness, and then easily spreads person-to-person worldwide.

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A Public Health emergency is often due to an influenza outbreak or other infectious disease that affects a school community. These incidents can also be more local and contained such as a suspected tuberculosis or measles outbreak at a school. During a suspected Public Health emergency, the principal or designee will consult with District Nursing Services at (213) 202-7580 and Student Medical Services at (213) 202-7590. Online training about Public Health emergencies is available on MyPLN in course STEPS 416.

During a large-scale Public Health emergency, the District will mobilize designated staff for a uniform, systemic, and comprehensive response. Both District and local level Operations staff will serve a critical role in gathering and dissemination information and supporting schools. L.A. Unified recognizes the authority of the Los Angeles County Public Health Officer in matters related to a disease outbreak or other Public Health crises and will work cooperatively with the Health Officer to prevent, mitigate, and respond to cases. The Health Officer and Public Health disease control specialists will evaluate the local situation and determine actions necessary to control the disease outbreak in schools and in the community. Health Officer Orders, guidelines and instructions will be continually revised and updated as the outbreak is tracked in the county. Illness may spread rapidly or slowly, may vary among communities locally, nationally, and worldwide, and the outbreak may persist over several months or even years.

During Public Health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that Public Health emergencies can create a great deal of anxiety and misinformation. Specific details and updates including mitigation efforts and County orders will be provided on an ongoing basis as events evolve and directives change. It is imperative that the most updated information be sought and implemented. These will be shared through multiple means, including email, Blackboard Connect messaging, KLCS, official District social media, virtual town halls, or other forums.

In a disease outbreak or pandemic, information materials may include:

- Letters to parents, teachers, and staff with instructions and risk communication information as issued by the Public Health Department’s Health Officer.
- Brochures, infographics, and other informational materials.
- Frequently Asked Questions (FAQs).
- District webpages, maintained with links and updated information as knowledge evolves about the pandemic.

Healthy Habits to Reduce Public Health Emergency Impact

Schools can reduce the impact and spread of an infection by reinforcing basic healthy habits. Follow and promote the below practices and be aware that additional specific measures may be required to address the circumstances of the public health emergency. These practices include:

- Wash hands often. Require that all employees and students wash their hands with soap and water for at least 20 seconds after visiting the restroom or changing diapers/toileting, before and after eating and after handling animals or animal waste. If soap and water are not available, schools can purchase approved sanitizer from the

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District Warehouse. Schools must stock adequate hand-washing supplies for all restrooms.

- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity.
- Get vaccinated. Vaccination can drastically reduce the chance of contracting many diseases.
- Routinely clean and disinfect surfaces. Cleaning with soap and water removes dirt and most microorganisms. Using a disinfectant kills additional disease-causing germs. All common surfaces should be disinfected frequently with an approved product. A list of District-approved products is available through the LAUSD's Office of Environmental Health and Safety website.
- Stay at home if you are ill or have signs or symptoms of an infection. Students who become ill while at school should be sent home as quickly as possible. Note that for some infectious diseases, infected individuals may not present any symptoms or symptom manifestation may be delayed.
- Exclude from all school activities students and staff who are symptomatic. In the event of any Public Health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with noticeable symptoms such as an elevated temperature, cough, runny nose, or other symptoms common for that outbreak, should be separated from the general school population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian.
- Handle and prepare food properly. Buy and refrigerate perishable foods quickly. Store food properly. Wash hands, kitchen surfaces, and utensils while preparing food. Wash raw foods and vegetables.
- Avoid exposure to all blood and other body fluids. Use gloves and practice thorough and frequent handwashing.
- Waste Disposal: Schools should carefully dispose of waste. A container lined with a biohazardous bag marked with the international biohazardous symbol is recommended for disposal of waste containing blood or any bodily fluid spills that may contain blood. This waste should be double-bagged. If needles, syringes, or lancets are used in the school setting, arrange for an appropriate Sharps container. The container must have the proper Sharps waste label attached. Place intact needles and syringes in the designated Sharps container. Do not bend or break needles. Do not recap needles. Once sharps containers are ¾ full, it needs to be closed and disposed of into a consolidated bin. On site medical staff are responsible for disposing sharps container(s) into labeled sharps consolidation bin. Contact Nursing Services for directions about disposal of these types of contaminated materials. Also reference OEHS' Disposal Procedures for Hazardous Waste and Universal Waste (REF-4149 Disposal Procedures for Hazardous)

7. Threat and Hazard-Specific Annexes

To assist in planning for an outbreak, schools can use the Essential Functions for Continuity of Service Form. Once the template has been filled out for all critical employees and functions, the form should be saved and printed out to go in the Integrated Safe School Plan binder.

Continuity of Service. The District is responsible for maintaining continuity of school functions during a prolonged school closure or during periods of increased absence of administrative staff and teachers. It must develop a continuity of operations system for essential central office functions, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms). Each school, and all District offices, should have a Continuity of Service Plan in place and begin any necessary cross-training or information exchange in preparation for any possible pandemic, including influenza. The District Continuity of Service Plan template for schools can be accessed here: Essential Functions for Continuity of Service at School.

Activate the school's Continuity of Service Plan in the event of a wide-scale or pandemic-related illness, as critical school employees could be absent for days, weeks, or months, while others may work remotely. Such a reduction in available staff may challenge the continuity of school operations and services because there may not be enough substitutes for absent employees. Site administrators must consider how to carry on school operations without, for example, their Payroll Clerk, Plant Manager, Cafeteria Manager, Coordinator, or Assistant Principal, as well as how school operations will change if students and staff are learning and working remotely. Every school should have a plan to make sure that important tasks normally performed by critical employees can still be completed when those employees are absent. School sites should have at least two people to fill in for missing critical coworkers.

Once the school's Continuity of Service Plan has been completed/updated for all critical employees and functions, the form should be saved and printed out to go in the Integrated Safe School Plan binder.

Continuity of instruction. During major health emergencies, students may be absent for weeks or even longer periods of time. School dismissal, closures, or capacity limitations are possible mitigation strategies which may be implemented to lower the risk of infection. In the event that there is a closure of a classroom or a school, each school should follow its Continuity of Service Plan, which should address how the school will provide students with learning activities during the period of closure. Activities could include but are not limited to: digital learning, online resources, reading activities, writing assignments, and worksheets. Schools should ensure that students have the necessary technological resources to promote educational equity.

The Division of Instruction (DOI) will establish alternate modes of learning in the event of a large-scale learning disruption to the district. DOI will provide direction and information to administrators and facilitate the alternate learning process.

Instruction may need to be provided remotely and/or online. Schools and teachers should have lesson plans for students who will be home for extended periods of time, as well as multiple

means of communicating lesson content to students and parents. Schools should ensure that students have necessary instructional materials and appropriate access to technology. Lesson methods may include the following:

- Using online learning tools and online classroom applications
- Allowing students to take home schoolbooks and class materials
- Posting lesson on school websites with materials
- Using Blackboard Connect telephone messages to homes
- Using KLCS Channel 58 programming
- Using other approved internet education websites
- Mailing home printed materials
- Having printed materials available for families to pick up at school, if safe to do so

As the potential for infection decreases, the District may institute a hybrid learning model which combines students attending school in person, with others learning remotely. There may be additional strategies for the community and workplace that include placing limits and/or canceling large public gatherings (e.g., athletic competitions) or altering work environments or schedules (e.g., staggered office work schedules or telecommuting). School administrators and employees should be prepared for these possibilities.

Reopening. When the risk subsides, the District will consider Public Health guidance, scientific research, and local-level factors to implement a partial, incremental, or total return to normal operations. Any such decisions will be communicated to and coordinated with regional leadership who will then communicate with school sites.

The District will work with local-level offices to provide guidance to schools such as: campus cleaning and other pandemic-related safety procedures; student academic assessment, academic intervention, and grading; mental health services for students and employees; assessing students with disabilities in reviewing, revising, or creating IEPs; remediation, if the school was used for emergency operations; and accounting for students who do not return to school.

Considerations for Emergency Preparedness

Based on the nature, scale, and duration of the pandemic, as well as whether any in-person instruction is/may be taking place, school administrators should plan for a potential need to address the following, as applicable:

- Schools are expected to conduct all required emergency drills with each campus cohort during hybrid learning. Schools that have groups of students rotating through campus will need to hold drills for each schedule. Drill frequency table is available at http://lausd.org/drills.
- Submit emergency drill evaluations separately for each cohort.
- Conduct an ISSP review to update staffing and ensure that everyone with an emergency role will be working in person.
- Develop contingency plans for handwashing during disasters or during a loss of water on campus. Identify any outdoor handwashing stations that may be used during a disaster.

- Evaluate any designated outdoor isolation/quarantine areas for potential use for the same purpose during emergencies requiring evacuation. Consider: distance from buildings (building damage/rubble), reasonable distance from assembly area, line of sight (preferable), and communication between areas. If the existing areas are not suitable, identify isolation and quarantine areas near the assembly area for any students or employees who present symptoms and need to be isolated or quarantined. Assign staff to monitor these areas as needed.
- Identify alternate indoor spaces to use during lockdowns and shelter-in-place incidents/drills for each outdoor isolation and quarantine area and for outdoor classrooms, if any.
- Evaluate current assembly area and determine potential need to redefine or expand it to accommodate appropriate physical distancing; if necessary, establish a larger assembly area that will allow for proper social distancing.
- Establish the expectation that teachers should bring classroom hand sanitizer when evacuating.
- Inventory current emergency supplies and evaluate supply needs in classrooms, offices, and the emergency bin, including those specifically needed due to the nature of the outbreak/pandemic, including PPE for any parents/guardians who show up to collect their child at the request/reunion gates.
- Ensure that all staff are aware of and practice revised emergency procedures.
- Discuss changed/additional emergency actions during professional development and parent meetings.
- Consider communications, such as through Blackboard Connect, to share key details of the modified emergency plan with parents/guardians, including expectations at the request and reunion gates.
- Review with students the additional emergency actions they will need to take. If these measures are new to the emergency response process, teachers and support staff should monitor and support students as they follow these protocols to facilitate proper implementation.

Additional Considerations

The following can facilitate the prevention and/or mitigation of outbreaks/pandemics.

Health Education Messages: Health education materials are critical because the impact and spread of a virus can be reduced or eliminated by training and education. Health education will also mitigate fear and reduce behavior or actions that will be disruptive to school activities. Education is also important as knowledge and mitigation strategies can change when dealing with a novel virus. As knowledge evolves, schools must ensure proper updates are followed and shared. Everyone at school should follow and help reinforce safe and healthy hygiene practices with students and the rest of their school community.

Alternative Use of District Buildings: School administrators and employees shall be aware that the LACDPH or other government entity may ask to use schools as Points of Distribution (PODs) in response to an outbreak. They may use a large room, such as the gym, to vaccinate or

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distribute medication to the community or they may use a school parking lot to distribute food or other basic necessities. If LACDPH asks to use schools as PODs, OEM and the Region will work with site administration at selected sites to coordinate the activity. The Superintendent may also decide to use our own facilities to provide similar services to our school families and community.

Additional Responsibility of School Administrators: Administrators should prepare to facilitate the following, depending on the nature and scale of an outbreak/pandemic:

- Collection and submission of data on the numbers of students who are ill with a given disease.
- Visitation by LACDPH, which may visit schools to evaluate the implementation of Health Officer Orders and guidelines.

They may use its emergency reporting platform, School Emergency Status Report (SESR) or other resources to help track and report staff and student attendance or other metrics. Schools must adhere to any temporary changes in attendance recording protocols to ensure proper reporting. During a pandemic, these systems can be used to help determine District absenteeism rates and inform decisions made by the District or Public Health Officer to strengthen, implement, maintain, or forecast protective measures.

7.13 Suicide Risk and Self-Injurious Behavior

Procedures for Responding to Students who Exhibit Suicidal Ideation/Behavior

The school administrator should ensure that all incidents of suicidal ideation and/or behaviors are properly assessed, in accordance with the guidelines and protocols indicated in the District's BUL-2637 Suicide Prevention, Intervention, and Postvention (Students).

Suicide is death caused by self-directed injurious behavior with the intent to die. Sometimes there may be a precipitating event, such as a break-up or recent death of a loved one, prior to the death by suicide. However, it is important to remember that suicide is a complex phenomenon that cannot be attributed to one single cause.

The primary purpose of a suicide risk assessment is to determine if a person of concern poses a risk to themselves. The following are general protocols and procedures for the administrator/designee, crisis team member, and/or STPL to respond to reports of students at risk for suicide.

There are four stages for the suicide risk assessment process:

- Stage I: Immediate Risk Reducing Interventions
- Stage II: Assess for Suicide Risk
- Stage III: Communicate with Parent/Guardian
- Stage IV: Implementing Action Plan

Within each stage, the urgency of the situation may dictate the order in which the subsequent protocols are followed and necessary.

For support and consultation, contact the Student and Family Wellness Hotline at (213) 241-3840 Monday - Friday.

In case of an emergency, call 911. For law enforcement and/or after-hours response, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.

7.14 Threat to Others

The school administrator should ensure that all threats are properly assessed, in accordance with the guidelines and protocols indicated in the District's BUL-5799 Threat Assessment and Management (Student-to-Student, Student-to-Adult).

For support and consultation, contact the Student and Family Wellness Hotline at (213) 241-3840 Monday - Friday.

In case of an emergency, call 911. For law enforcement and/or after-hours response, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.

Employees as Mandated Reporters of Student Threats or Perceived Threats

In accordance with CA E.C. § 49390-49395, all employees are mandated reporters of student threats or perceived threats to commit a homicidal act related to school or a school activity.

- An employee who is alerted to or observes any student threat or perceived threat to commit homicide, must immediately report the threat or perceived threat to the Los Angeles School Police Department (LASPD) at (213) 625-6631 or local law enforcement, as well as the site administrator.
- Upon receiving a report of a threat or perceived threat, the local law enforcement agency, with the support of the school site or local educational agency, shall immediately conduct an investigation.
- An investigation by law enforcement, including LASPD, is not a substitute for a multidisciplinary threat assessment team meeting.

Protocol for Responding to Threats of School Violence

A threat assessment should be conducted when there is a direct, clear, and plausible threat of serious physical violence toward another person or District site. Additionally, a threat assessment could be conducted if the totality of the circumstances warrants an assessment. In general, to evaluate a threat, the team should have as many details about the person of concern, including baseline behavior, worrisome behaviors, threats made, and relevant past behaviors. For example, information gathered can include specific details about the thoughts and planning of a specific threat. A lack of specific details may indicate that little thought has gone into the threat and the threat maker is just venting frustration or trying to frighten people. A threat that contains specific details about targets, weapons, locations, and motivation is much more likely to be carried out. The more detail contained in a threat, the more thought that has gone into the planning.

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The primary purpose of a threat assessment is to determine if a person of concern poses a risk of violence to the target(s) they have threatened. The following are general protocols and procedures for the administrator/ designee to respond to any reports of school violence or threats in schools, at District and school-related activities, and in areas within the District's jurisdiction.

There are four stages for the threat assessment and management process:

- Stage I: Immediate Risk Reducing Interventions
- Stage II: Information Gathering
- Stage III: Multidisciplinary Threat Assessment Team Meeting
- Stage IV: Implementing Action Plan

Within each stage, the urgency of the situation may dictate the order in which the subsequent protocols are followed and necessary.

7.15 Tsunami

A tsunami is a series of ocean waves that sends surges of water onto land. Waves sometimes reach heights of over 100 feet and can cause great destruction. Tsunamis are typically caused by large, undersea earthquakes, but may also be caused by underwater landslides or volcanic eruptions. Shaking events can generate a tsunami in the area where the shaking occurred with little warning time, or thousands of miles away, with several hours of warning time.

These procedures should be followed by the designated schools near the ocean or on field trips to or near the beach or when a distant or local shaking event has occurred and generated a tsunami. Schools located inside the known tsunami inundation area have a Tsunami Annex for their ISSP. All of the identified schools have been issued weather alert radios that send out tsunami advisories from the National Oceanic and Atmospheric Administration (NOAA). Information is available in the LAUSD REF 5435 NOAA Weather Radio All-Hazards Alerts.

Tsunami Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, Evacuate Building, or Relocation. If on a field trip, this duty is a responsibility of the lead teacher or administrator in charge of the field trip. The specific action will depend on how close the school is to the ocean, and how much time there is to act.
2. The Incident Commander or school Public Information Officer will monitor local news outlets for information such as evacuation notices and initiate further actions as appropriate. Schools in the Tsunami Inundation Zone have a NOAA weather alert radio with battery back-up in the Main Office.
3. If the Incident Commander issues the Evacuate Building or Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the area identified in the school's tsunami annex. The evacuation destination for a field trip should be to land that is at least 100 feet above sea level. Evacuees should stay away from coastal and low-lying areas. Waves may continue for several hours and travel several times faster than walking, running, or driving.

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4. In the event of an evacuation, teachers will take students rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
5. The Incident Commander will notify School Police at (213) 625-6631 and the Region Administrator of Operations and/or Operations Coordinator of the incident. Region staff will inform the Region Public Information Officer of the situation.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

* The above procedures are also followed for field trips on or near the beach if there is a threat of a tsunami.

7.16 Utility Failure

A utility failure is a situation involving a loss of water, power, or other utilities on school grounds.

7.16.1 General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to Section 7.10 Explosion/Risk of Explosion on School Property.
3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, or Evacuate Building.
4. The Incident Commander will notify the Area Maintenance and Operations (during business hours) or School Police at (213) 625-6631 (at all other days/hours) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. Area Maintenance personnel, working with the Incident Commander, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the loss of utility service.
7. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
8. The Incident Commander will notify and update parents via Blackboard Connect.

9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

7.16.2 Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many issues can be easily solved if the school has adequate emergency supplies:

1. **Bathrooms** - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the "flush." Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5-gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets and toilets lined with plastic bags generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs.

   Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and should be stored with the other emergency supplies.

   If portable toilets are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible toilets for students with specific needs. Mark at least two of the portable toilets for faculty use.

2. **Cafeteria** - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.

3. **Drinking Water** - Drinking water can be addressed in many ways. Water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often the utility provider or Maintenance and Operations will obtain bottled water for the school.

   If schools are using water from the emergency water barrels, they must re-chlorinate the water 30 minutes before it is made available for consumption. Details are available in the REF-5451 School Site Emergency/Disaster Supplies.

4. **Fire Suppression** - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. For complete and specific instructions, please see REF-1909 Procedures for Fire Protection Systems. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the fire department and alert and evacuate the building occupants. The fire department and the Office of Environmental Health and Safety at (213) 241-3199 must be notified. Logs must be kept, documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

   - Los Angeles City Fire Department (Valley) (818) 728-9922
   - Los Angeles City Fire Department (Los Angeles) (213) 978-3800
   - Los Angeles County Fire Department (323) 881-2455

   Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure they followed the Fire Code.

6. **Other Concerns** - At secondary schools, there may be a request to use the showers, which cannot be accommodated. The nurse may also ask for water to wash hands. They may be able to use waterless hand cleaner, but they will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for the nurse to use at the sink in the Health Office or provide bottled water.

7.16.3 Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. **Lights** - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to instruction; it is common practice for students to remain in classrooms during a power outage.

   Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning.

   Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs.

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Generators and rechargeable portable power stations are also used to supplement battery-powered medical devices for students with special needs.

In a prolonged power outage, the Maintenance and Operations Branch provides a generator to power the cafeteria. The cafeteria has food that needs to be kept at specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer.

2. **Students on Ventilators** - The students who use ventilators are provided with a small, portable generator rechargeable portable power stations to keep the ventilator battery charged during a power outage. Typically, these students are dependent on medical devices to live. Schools that have students who use ventilators and do NOT have a generator should immediately contact the Office of Emergency Management at 213-241-3889.
3. **Fire Alarms and Suppression Systems** - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. For complete and specific instructions, see REF-1909 Procedures for Fire Protection Systems. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, and be able to notify the fire department, and alert and evacuate the building occupants.

   The fire department and the Office of Environmental Health and Safety at (213) 241-3199 must be notified. Logs must document who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

   - Los Angeles City Fire Department (Valley) (818) 728-9922
   - Los Angeles City Fire Department (Los Angeles) (213) 978-3800
   - Los Angeles County Fire Department (323) 881-2455

   Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure that they abided by the Fire Code.

4. **Food Service** - The cafeteria staff may not be able to heat food without electricity or gas. If the loss of power is expected to last through nutrition or lunch or other meals provided at school, immediately contact your Cafeteria Manager and your Area Food Services Supervisor. They can arrange for food to be brought in from an off-site location. In a prolonged power outage, the Maintenance and Operations Branch will provide a generator to power the cafeteria. The cafeteria has food that needs to be kept specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer or the food will be transported to a neighboring school or the Pico Rivera Foods Warehouse.

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7.16.4 Loss of Communications Procedures

Schools regularly communicate with staff, parents, and other schools/offices using a variety of methods. Back-up methods of communicating must be identified for each system in case a primary communication system is not functioning. Communications systems may be inoperable or have intermittent service due to an issue that impacts only that system, result from an emergency or disaster that causes an outage of communications, or due to system overload when too many people try to use a system following a disaster. During some types of large emergencies/disasters, multiple communications systems may be down or unreliable.

A best practice is to send important communications by multiple methods (for example a voice message and a text or a newsletter that is emailed to parents and a hard copy sent home with students). It is essential to use multiple communications methods during a disaster to increase the likelihood that critical information is successfully received. The table below identifies some methods of communications commonly used by schools and which can be incorporated in a school's plan for loss of communication.

During a disaster, phone line and other communications systems use should be limited to essential information to minimize system congestion. Internet service and other data storage systems may also be unavailable during a disaster. Schools should maintain a list of key contacts downloaded onto devices and multiple copies of printed contact lists in the School Emergency Response Box.

Common School Communications Methods:

Communication Method	Information Types
Landline telephone	Live voice calls; recorded voice messages
Email	Written messages; digital print materials
Public address system	Live voice broadcast information to campus groups
Two-way radio	Live voice information to select campus group; emergency communications between designated schools and with LASPD; see the Emergency Radio Communications Reporting Tree for more details
Bull horn	Live voice information to campus group
Printed materials	Distributed in person
Runners/messengers	Live messages or distribution of printed materials
Cell phones	Live voice calls; recorded voice messages; text messages
LAUSD and school websites	Schedules and digital materials including policy, protocol, and other information
Connect	Automated outbound voice messaging, email, or text messaging to larger distribution groups
Social media	Written messages; digital print materials

Additional considerations for communications methods:

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1. **Phone Systems** - School PBX phone systems have a battery back-up because they run on computers. This allows the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside analog phone line that does not go through the PBX. If the PBX system fails, the fax line will still work, and schools should keep a single-line phone handset that can be plugged into this line during a loss of power or loss of phone lines. In the event of a major disaster such as an earthquake, these phone lines have been listed with the phone company as “essential service lines” and will be restored first.

   If a school must relocate off campus during an emergency, it can forward the main school number to an administrator’s cell phone if possible. This will allow the school to still receive incoming calls from the school’s landline phone.

   An increasing number of schools have telephones that operate using Voice Over Internet Protocol (VOIP) systems. These phones, and other equipment that uses VOIP, may not function during a loss of internet service.

   Additionally, schools may be able to use cloud-based telephone services using Amazon Connect, provided by the District. This allows the District to set up or forward critical phone numbers, including our schools’, to the cloud in the event of a local emergency or service disruption. School staff can take Amazon Connect calls from anywhere in the world using a computer or Chromebook with an internet service.

2. **Connect Mass Notification** - The Connect mass notification system is capable of sending voice, email and text messages during normal school operations. When a school experiences a loss of communication systems such as phones/internet, communications can still be sent through Connect.

   If only an internet connection is available, a Connect message can be created and sent. Email and text messages can be added to the message following the normal procedures. If a voice message is also desired, two options are available. The first is to utilize the text-to-speech function and to enter the script for the message into Connect. The system will then read the script when the message is delivered. This can be done for any of the languages. The second option is to record the audio message and to upload the file into the Connect message. If the audio can be recorded directly onto the device being used to setup the message (computer or smartphone), this will eliminate the need to transfer the audio file to a second device (e.g., recording the message on a smartphone and setting up the message on a computer requires that the audio file be transferred to the computer [via email or text]). Connect messages can be set up on a Smartphone with internet connectivity using the phone’s browser (www.finalsiteconnect.com).

   If no internet connection is available but access to any phone is available, a message can be sent out using the Connect Dial-In Messaging Card. Each Connect user account has the option to create a Dial-In Messaging Card with PIN security (Visit

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https://bbc.lausd.net and click on the “Dial-In Messaging Tutorial” FAQ for instructions on using the Dial-In Messaging Card).

3. **Two-Way Radios (Internal School Communications and External Emergency Communications)** - Each school has a two-way radio system that allows the school to communicate with people on that campus for daily, ongoing critical communications, and during emergencies with a neighboring campus, and directly or indirectly with School Police. Systemwide failure of the radio network is possible, but less likely to fail in an emergency than landline or cellular phones. The radios are battery powered and will still operate during a power outage or when phone systems are down. As long as the radio batteries are charged and working, schools will be able to communicate within their campus or to a nearby campus or with School Police. Schools should keep extra radio batteries, a spare radio charger and a portable power pack with the school’s emergency equipment.

   Plan for a Loss of Water:
   Toilets: Disposable toilets
   Drinking Water: Emergency water in barrels
   Food Service: Emergency food packets and cafeteria food supplies
   Fire Suppression System (if applicable): Fire-extinguishers

   Plan for a Loss of Electricity:
   Ventilation: Windows
   Electric Lights: Flash-lights

   Plan for a Loss of Natural Gas:
   Food Service: Packaged/canned food

   Plan for a Loss of Communication:
   Telephone Service: Walkie-talkies
   Intercom: N/A

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7.17 Weather

Schools may implement general inclement weather procedures during heavy rain, flooding, hail, or high winds. More information is available in REF-5706 School Procedures During Inclement Weather, REF-5435 NOAA Weather Radio All-Hazards Alerts, and BUL-963 Guidelines for Preventing Heat Stress.

7.17.1 General Inclement Weather Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency actions which may include Indoor Activities Schedule, Shelter in Place, Evacuate Building, or Relocation. NOTE: Inclement weather may block or impact routes to/from school and may necessitate an off-site evacuation even if the school itself is relatively unaffected. The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Emergency Exercises.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will describe the nature and extent of the incident.
3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the emergency situation. Region personnel will call the Office of Communications with information on the situation.
4. The Incident Commander will direct the Security/Utilities Team or other available staff to secure any lightweight, unstable, or fragile items on campus and bring indoors any equipment that may become damaged by weather conditions.
5. The Incident Commander or school Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
6. If the Incident Commander issues the Evacuate Building or Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
8. The Triage Team will monitor students who were exposed to adverse weather conditions (such as extreme cold, heat, or rain) as necessary.
9. The Planning and Intelligence Team will consider the impact of weather (including travel) on field trips and extracurricular activities and advise the Incident Commander if activities should be curtailed.
10. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
11. The Incident Commander will notify and update parents via Blackboard Connect.

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12. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.17.2 Rain Procedures

Rain can cause sudden or gradual flooding, impede driving conditions, and/or be accompanied by lightning. Before every rainy season, school plant managers should be reminded to:

- Check all ground-level drains and drainage areas to make sure they are free of debris and work properly. Clogged drains should be reported for repair since they can cause flooding and building damage.
- Inspect roof scuppers and drains to make sure they work properly.
- Request sandbags and plastic sheeting from the operational area that can be used to divert water away from doors.

Flood/Flash Flood

A Flash Flood may accompany rain or may appear suddenly as a result of storm conditions elsewhere in Southern California and may impede driving.

Hail

Hail can damage buildings and equipment, possibly injure students or adults (depending on the size of the hailstones) and may be accompanied by unusually cold weather.

Landslide/Debris Flow

Landslides can be caused by a variety of factors including earthquakes, storms, fire, and by human modification of land. Landslides can occur quickly, often with little notice. In a landslide, masses of rock, earth, or debris move down a slope.

Debris and mud flows are rivers of rock, earth, and other debris saturated with water and develop when water rapidly accumulates in the ground, during heavy rainfall or rapid snowmelt. They can flow rapidly, striking with little or no warning, and may travel several miles from their source, growing in size as they pick up trees, boulders, cars, and other materials.

Thunder/Lightning

All thunderstorms produce lightning and are dangerous. Stop all outdoor activities and move activities indoors if you hear thunder or see lightning. Wait 30 minutes after the storm to resume outdoor activities.

Wind

High winds can create power outages, knock down trees and utility lines, and remove exterior building materials (such as gutters and shingles). Caution should be taken in areas where pop-up canopies, dining table umbrellas, tree branches or other objects may become airborne and exposed to wind damage. Students and staff should be kept away from these areas while high winds are present.

7. Threat and Hazard-Specific Annexes

7.17.3 Funnel Clouds/Tornado Procedures

Funnel clouds and tornadoes are possible in the Los Angeles area. If a funnel cloud is sighted or a tornado warning is issued, immediately move all students indoors. Basements offer the best protection. Schools without basements should use interior rooms and hallways on the lowest floor, away from windows and other sources of glass. Rooms with large roof spans (e.g., gymnasiums, cafeterias, and auditoriums) offer little or no protection from tornado-strength winds. Students should sit facing an interior wall, elbows to knees, with hands over the back of their heads, and remain in position until an all-clear is sounded.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency function, Shelter in Place.
2. The Incident Commander makes the following announcement over the PA system or an alternate method of communication: “Your attention please. We are implementing an Indoor Activities Schedule, due to severe weather. Students and staff are to remain inside the building away from windows. Sit on the floor, face the wall, and protect your head with your arms. All students and staff that are outdoors are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.” NOTE: The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Emergency Exercises.
3. If indoors, teachers will keep students in the classroom until further instructions are given.
4. If outdoors, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office with the number and names of students in the room with them.
5. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will describe the nature and extent of the incident.
6. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the emergency situation. Region personnel will call the Region Public Information Officer with information on the situation.
7. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
8. Teachers will take attendance to account for students and notify the office of missing students.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will initiate a Relocation if warranted by changes in conditions.

12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.17.4 Heat Procedures

The intensity of exercise activities must be limited or modified whenever the Heat Index is above 95°. Details are available in BUL-963 Guidelines for Preventing Heat Stress. A useful resource that calculates the heat index and offers heat safety tips is the OSHA smartphone app, the OSHA Heat Safety Tool. For information specifically geared towards employees, the California Division of Occupational Safety and Health provides a website with valuable information to help protect employees from heat-related illnesses at http://www.dir.ca.gov/DOSH/HeatIllnessInfo.html.

Modifying Athletic Activities During Excessive Heat

During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports:

- Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged.
- Staff and all personnel supervising physical activities, including Youth Services personnel, should observe students during activity periods and modify activities. Students known to have health problems should be closely observed and their activity modified or restricted.

Strategies for Preventing Heat Stress During the School Day

- A “cool room” should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the “cool room” should be available for use at all times during the school day.
- Hold events indoors with air conditioning when possible. Shade should be made available in outdoor areas.
- Use current medical health history to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:
  - Students with history of previous heat illness
  - Students with current illnesses and/or health sensitive medical conditions
  - Students who have experienced recent injuries

7.17.5 National Weather Service Hazardous Weather Alert Definitions and Procedures

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets. More information is available in the REF-5435 NOAA Weather Radio All-Hazards Alerts and at https://www.lausd.org/noaa.

Watch - when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. A “watch” is intended to provide enough lead-time to set

emergency plans in motion. A watch means that hazardous weather is possible, and schools need to listen for later information and possible warnings. If a weather watch is issued, schools in the affected area should:

- Review the ISSP and confirm staff assignments for emergency positions
- Consider if field trips and extracurricular activities should be adjusted/cancelled
- Review Blackboard Connect emergency contact lists for staff and students
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Inspect the campus for conditions that could cause damage

Advisory - issued when a hazardous weather event is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience. If caution is not exercised, conditions could lead to situations that may threaten life or property. If a weather advisory is issued, schools in the affected area should:

- Review the ISSP
- Check emergency supplies
- Consider if extracurricular activities, field trips, and after-school programs should be adjusted/cancelled
- Plan for a modified activity schedule
- Move outdoor equipment out of harm's way
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Check school site for hazards and exposures that can be mitigated
- Send a Blackboard Connect message if extracurricular activities may be impacted

Warning - issued when a hazardous weather event is occurring, imminent or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action. If a weather warning is issued, schools in the affected area should:

- Activate ISSP
- Stage emergency supplies in a location protected from weather
- Send Blackboard Connect message, update school website, and school social media accounts to notify parents
- Notify Region Operations of actions
- Take proactive steps to protect students and staff
- Cancel activities, field trips, and after-school programs if expedient to do so

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Contacts

NAME	PHONE
Air Quality Management District	(909) 396-2000
American Red Cross Public Information	(310) 445-9900
Animal Services – L.A. City	(888) 452-7381
Blackboard Connect Client Care	(866) 435-7684
Building Inspection – L.A. City	(888) 524-2845
Bus Dispatch - LAUSD	(213) 580-2900
Cal Trans Road Closures	(800) 427-7623
California Highway Patrol	(800) 835-5347
Department of Mental Health ACCESS – L.A. County	(800) 854-7771
Department of Public Health – L.A. County	(213) 240-8117
Department of Transportation (LADOT) - Traffic Signals LA City	(213) 485-4181
Department of Transportation (LADOT) - Traffic Signals LA City VALLEY	(818) 752-5100
Department of Water and Power (DWP) – L.A. City	(800) 342-5397
District Nursing - LAUSD	(213) 202-7580
Division of School Operations- LAUSD	(213) 241-5337
Fire and Medical Emergencies	911
Health Services – L.A. County	(800) 427-8700
Information Line - L.A. City	311
Information Line – L.A. County	211
LASPD School Police Watch Commander - LAUSD	(213) 625-6631
Region East - LAUSD	(323) 224-3100
Region North - LAUSD	(818) 654-3600
Region South - LAUSD	(310) 354-3400
Region West - LAUSD	(310) 914-2100
Office of Communications - LAUSD	(213) 241-6766
Office of Emergency Management - LAUSD	(213) 241-3889
Office of Environmental Health & Safety - LAUSD	(213) 241-3199
Park Rangers Hotline – L.A. City	(323) 644-6661
Recreation and Parks – L.A. City	(213) 978-4670
Sanitation: Refuse Collection – L.A. City	(800) 773-2489
Sanitation: Sewer – L.A. City	(213) 485-7575
Sanitation: Storm Drain/Stormwater Hotline L.A. City	(800) 974-9794
School Mental Health - LAUSD	(213) 241-3840

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Sewer Maintenance – L.A. County (Non-L.A. City)	(800) 675-4357
Southern California Edison - Non-L.A. City	(800) 611-1911
Southern California Gas Company	(800) 427-2200
Storm Damage/Mud Slide Reports – L.A. City	311
Street Lighting – L.A. City	311
Student Health and Human Services- LAUSD	(213) 241-3840
Student Medical Services - LAUSD	(213) 202-7584

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Hospitals (Nearest Pediatric Emergency Room [Up to Age 20])

Name: Children's Hospital of Los Angeles
Address: 4650 W. Sunset Blvd.
City and Zip: Los Angeles, CA 90027
Phone: (323) 660-2450

Nearest Pediatric Emergency Room Backup (up to age 20):
Name:
Address:
City and Zip: , CA
Phone:

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School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency.

TITLE	NAME	WORK NUMBER
Principal	RALLION, MARIE FRANCE	(213) 389-1181
Assistant Principal 1	LANGLEY, SHARON	(323) 851-0020
Assistant Principal 2		
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	YOO, HYON DOUK	(213) 389-1181
Cafeteria Manager	MEYER, MICHAEL	(323) 255-6511
Financial Manager	YOO, HYON DOUK	(213) 389-1181
Plant Manager	PEREZ, JOSE	(818) 340-6677
Custodian	CABRALES PINEDA, ROBERTO	(213) 389-1181
Custodian Closest to Site	CABRALES PINEDA, ROBERTO	(213) 389-1181
First Person on Campus in AM	PEREZ, JOSE	(818) 340-6677
Last Person on Campus in PM	CABRALES PINEDA, ROBERTO	(213) 389-1181

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Charter School Emergency Contacts Chart - MAGNOLIA SCIENCE ACADEMY #6

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:

Title/Role	Name	Work Number
Principal	CHOE, JAMES	(310) 842-8555
Assistant Principal 1		
Assistant Principal 2		
Administrative Assistant		
Financial Manager		
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM		
Last person on campus in PM		

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LAUSD Disaster Supply Inventory

Kit	# In Bin	Required Quantity		Commodity Code
Disaster Emergency First Aid Kit		1 per every 400 students		3453248292
Disaster First Aid Kit Itemized List	# In Kit ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Antibiotic Ointment*		3 box (25 ea/box)	yes	
Antacid/Nausea/Diarrhea Tablets, Bismuth Subsalicylate*		3 box (30 ea/box)	yes	
Antiseptic Wipes*		1 box (100 per box)	yes	
Aspirin Tablets*		1 box (50 pk/2 ea/pkg)	yes	
Non-Aspirin Tablets*		1 box (125 pk/2 ea/pkg)	yes	
Hand Cleaner 4oz Waterless*		2 each	yes	
Cold Pack*		1 pkg (16 ea/pkg)	yes	4750954200
Saline Solution*		2 bot (500 ml bot)	yes	
Petroleum Jelly*		1 pkg (3 ea/pkg)	yes	1751341305
Diphenhydramine Tablets*		1 pkg (50 ea/pkg)	yes	
Hard Candy Glucose Tablets*		1 pkg (20 ea/pkg)	n/a	
Cotton Tip Applicators		1 pkg (100/pkg)	n/a	4752711099
Adhesive Bandage		2 box (100 ea/box)	n/a	4750904064
Butterfly Closure, Large		1 box (100 per box)	n/a	4750905080
Elastic Bandage 2”x4.5 yds		3 rolls	n/a	4750917057
Elastic Bandage 3”x5 yds		3 rolls	n/a	4750904020
Triangular Bandage		1 pkg (4 ea/pkg)	n/a	4750943698
Emesis Basin		2 each	n/a	
Mylar Emergency Blanket		12 each	n/a	3453025575
Drinking Cup		1 pkg (100 ea/pkg)	n/a	6405008404
Gauze Bandage, 2”x6 yds		5 pkg (2 ea/pkg)	n/a	4750922687
Gauze Bandage, 3”x4 yds		1 pkg (12 ea/pkg)	n/a	4750909060
Gauze Pad 4x4		2 box (100 ea/box)	n/a	4750969380
Gauze Pad 8x10		1 pkg (20 ea/pkg)	n/a	4750969480
#2 Safety Pins		1 pkg (48 ea/pkg)	n/a	4756721603
Water Pitcher w/ Lid (plastic 32 oz)		1 each	n/a	
Sanitary Napkin		250/case individually packaged	n/a	4858240147

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Bandage Scissor		1 each	n/a	4652362115
Utility EMT Scissor		1 each	n/a	4652362120
Arm Splint		1 pkg (6 ea/pkg)	n/a	4658841130
Clear Surgical Tape		1 pkg (2 ea/pkg)	n/a	
Cloth Adhesive Tape		1 pkg (4 ea/pkg)	n/a	4750984100
Forehead Thermometer		5 ea/pkg	n/a	1758730801
Tissue Paper, Facial		1 box (175 each/box)	n/a	6405077100
Tongue Depressors		1 pkg (6 ea/pkg)	n/a	4756716235 500/Box)
Paper Towels		1 roll (100 sheets)	n/a	6407580425
Tourniquet		1 each	n/a	
Tweezer		1 each	n/a	4659230330
Grease Pencil, Black		1 each	n/a	6207037030
Plastic Sheet		1 each	n/a	
Washbasin		1 each	n/a	
Security Ties		1 pkg (6 ea/pkg)	n/a	
Bio-hazard Waste Bag		1 each (10 gallon)	n/a	
Non-latex Disposable Exam Gloves – Medium		1 box (100/box)	n/a	4754147303
Non-latex Disposable Exam Gloves-Large		1 box (100/box)	n/a	4754147304
CPR 1-Way Valve Face Shields		2 each	n/a	3451051570
Cardboard Folding Leg Splints		1 pkg (6 ea/pkg)	n/a	4658841140
Eye Pads		1 pkg (8 ea/pkg)	n/a	
Dental Floss		1 spool	n/a	
Multi Trauma Dressing		1 pkg (2 rolls/pkg)	n/a	4750969530
Triage Tags		1 pkg (50/pkg)	n/a	9661226135
First Aid Flip Chart		1 each	n/a	9661278998
Flashlight		2 each	n/a	4503211380
Batteries For Flashlight		4 each	yes	4500611040
Goggles		2 each	n/a	3456460080
Storage Case w/ wheels & handles labeled "LAUSD Emergency Supplies Cart"		1 each	n/a	5606900105

* Items available in Replacement Kit

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Kit	# In Bin	Required Quantity		Commodity Code
Replacement Kit for Expiring Items in Disaster First Aid Kit		1 per every Disaster First Aid Kit (as needed)		3453248271
Replacement Kit Itemized List	# In Bin ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Antibiotic Ointment		1 pkg (75ea/pkg)	yes	
Antacid/Nausea/Diarrhea Tablets		3 pkg (30/pkg)	yes	
Antiseptic Wipes		1 box (100 per box)	yes	
Aspirin Tablets		1 box (50 pk/2 ea/pkg)	yes	
Non-Aspirin Tablets		1 box (125 pk/2 ea/pkg)	yes	
Hand Cleaner Waterless		2 each	yes	
Cold Pack		1 pkg (16 ea/pkg)	yes	
Saline Solution		2 bot (500ml bot)	yes	
Petroleum Jelly		1 pkg (3 ea/pkg)	yes	
Diphenhydramine Tablets		1 pkg (50 ea/pkg)	yes	
Hard Candy Glucose Tablets		1 pkg (20 ea/pkg)	yes	

Additional First Aid Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration date	Commodity Code
Vinyl Exam Grade Gloves –Small		as needed	n/a	4754147302
Vinyl Exam Grade Gloves – Medium		as needed	n/a	4754147303
Vinyl Exam Grade Gloves - Large		as needed	n/a	4754147304
Vinyl Exam Grade Gloves – Extra Large		as needed	n/a	4754147305
Bleach		2 gallons	replace annually	5052538151
Cervical collar set, assorted sizes		as needed	n/a	
Triangular Bandage		as needed	n/a	4750943698
Mylar Emergency Blankets		as needed	n/a	3453025575
Bandage Scissors		as needed	n/a	4652362115
Cotton Applicators (Swabs)		1 box (1,000)	n/a	4752711099
Tongue Depressors		as needed	n/a	4756716235
Hand Sanitizer		4 gallon/case		4357004128
Hand Sanitizer		8 oz		4357215025
Paper Bags		1 pkg (500)	n/a	6401547104
Treatment Log		1	n/a	

Kit	# In Bin	Required Quantity	Commodity Code
Search and Rescue Kit		One kit for each Search and Rescue Team	3453248278

8. Appendices

Search and Rescue Kit Itemized List	# In Kit ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Hard Hat, Yellow*		4 each	n/a	3455639420
Safety Vest, Vinyl, Orange*		4 each	n/a	3459201204
Glove, Leather Palm, Large*		4 each	n/a	2002753000
Fanny Pack, Red*		4 each	n/a	
Flashlight, Industrial*		4 each	n/a	4503211235
Dust Mask*		4 each	n/a	3457251110
Safety Goggles*		4 each	n/a	3456460050
Whistle with Lanyard*		4 each	n/a	6806290200
Triage Tag		1 pack (50/pack)	n/a	9661226135
Water Pouch		24 each	n/a	
Batteries, D Size		2 each	yes	4500611040
Grove Joint Plier		1 each	n/a	4455254120
Linesman Plier		1 each	n/a	4455248158
Pry Bar		1 each	n/a	4453820052
Folding Saw		1 each	n/a	
Bolt Cutter		1 each	n/a	
SledgeHammer		1 each	n/a	
Warning Tape, Caution: Do Not Enter		1 each	n/a	8322080911
Infectious Waste Bag		4 each	n/a	4750700009
Folding Shovel		1 each	n/a	
Angle head Flashlight		1 each	n/a	
Screwdriver, Slotted Tip		1 each	n/a	4456465589
Screwdriver, Phillips		1 each	n/a	4456461270
Hand Axe, Wood Handle		1 each	n/a	
Utility Knife		1 each	n/a	4454248214
First Aid Kit Includes:		1 Kit	n/a	
Sterile Gauze Pad		10 each	n/a	4750969380
Sterile Gauze		1 roll	n/a	4750922687
Cloth Tape		1 roll	n/a	4750984100
EMT Shears		1 each	n/a	4652362120
Sterile ABD Pads		5 each	n/a	
Mylar Emergency Blanket		1 each	n/a	3453025575
Fanny Pack		1 each	n/a	

*Items are one per team member

8. Appendices

Additional Search and Rescue Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Stretcher		1 per S+R Team	n/a	4701078050
Duct Tape		at least 4 rolls	n/a	8322409077
Rope		at least 4	n/a	4502457032
Extra Batteries, D Size		as needed	yes	4500611040

Water Supplies				
Item	# In Bin ✓	Required Quantity	Expiration Date	Commodity Code
4 oz. Cups		4 + cups per person	n/a	6405008404
Collapsible Water Carriers		1 + per grade level	n/a	4508723300
Pump		2 or more	n/a	7200620055
Water Barrel; 55 Gallon		1.5-gallon x #students/staff ÷55	n/a	1004570546
Bleach		1 gallon	replace annually	5052538151
Measuring Spoons (for bleach in water barrels)		2 sets	n/a	2409186065

Basic Sanitation Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
5-Gallon Utility Bucket		1 per every 30 students	n/a	3453248353
Emergency Toilet Seat		1 per every 30 students	n/a	3453248352

Additional Sanitation Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Plastic Bags - Liners			n/a	6652452120
Toilet Paper			n/a	6407556175
Sanitary Napkins			n/a	4858240147
Sanitary Tampons				4858245001
Privacy Screen		1 per toilet	n/a	1557050015

8. Appendices

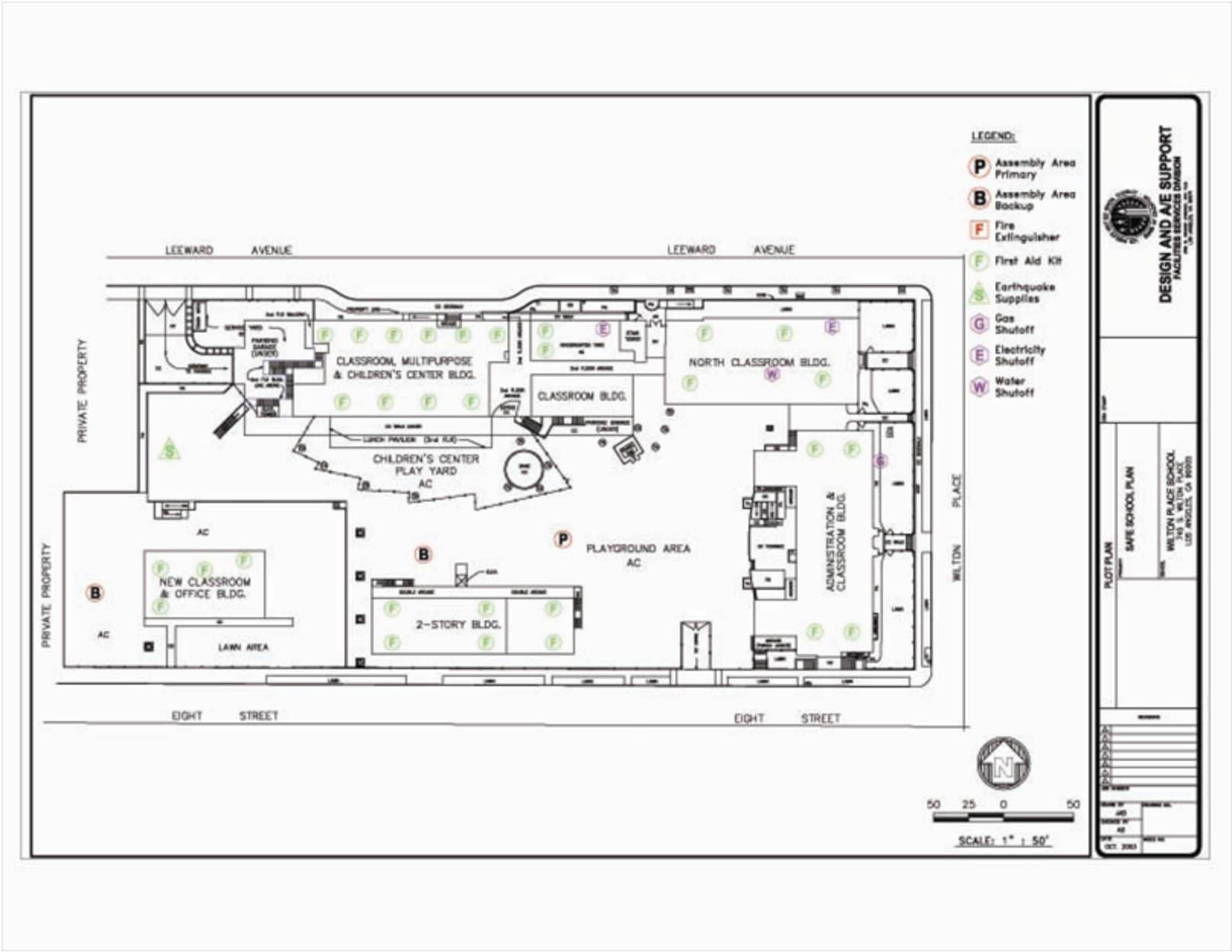
Absorbent			n/a	4857450670
Waterless Hand Cleaner		14 to 16 oz	n/a	4851436040
Deodorizer			n/a	4854214150

Additional General Disaster Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Radio, two-way		As needed	n/a	7257800185
Can opener		As needed	n/a	
Clipboards		As needed	n/a	6152525250
Paper plates		As needed	n/a	6405063490
Plastic utensils		As needed	n/a	

Maps

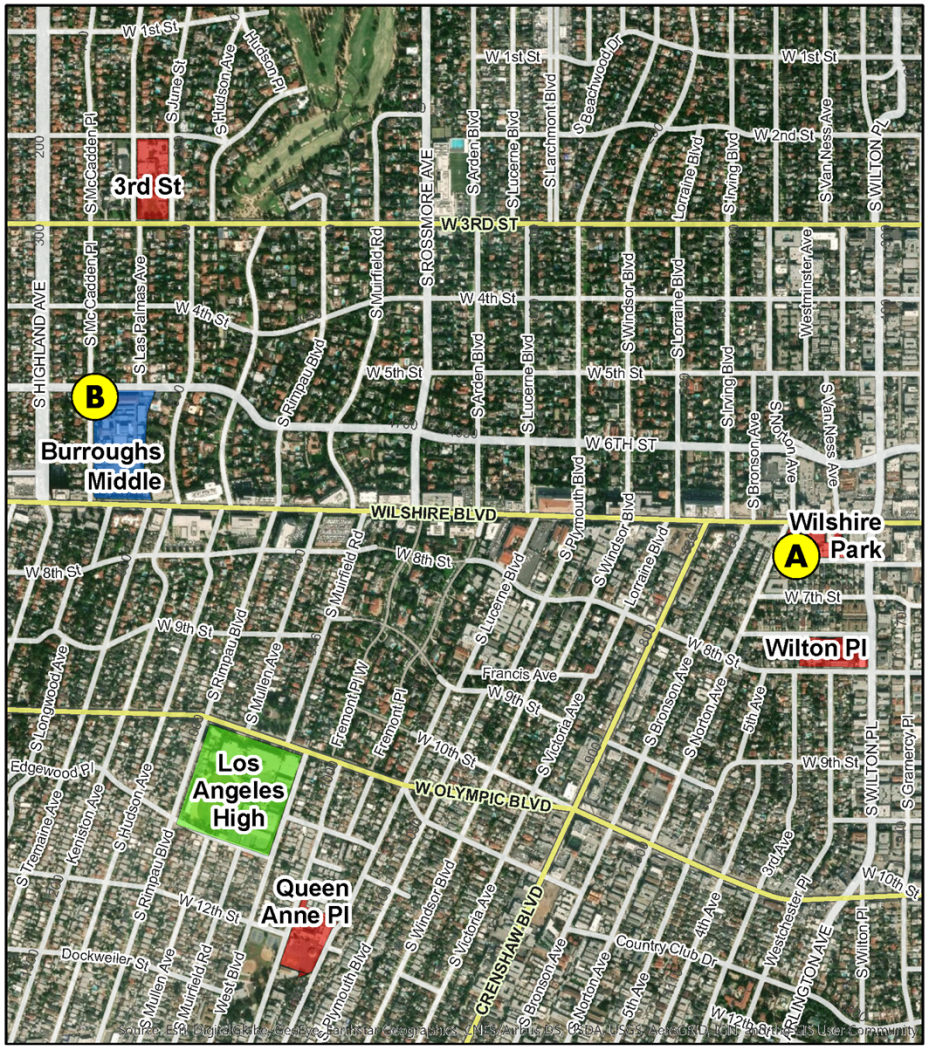
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8. Appendices

WILTON PLACE ELEMENTARY
Offsite Relocation Map
Cost Center Code: 1780801



Los Angeles, CA, 90005, USA
Phone #: (323) 549-5000

389-1181

8. Appendices

ICS Definitions for Schools

Incident Command Team:

Incident Commander - responsible for directing emergency operations

Public Information Officer (PIO) - official spokesperson for an incident

Safety Coordinator - ensures that emergency operations are conducted safely

Planning/Intelligence Lead - responsible for collecting and evaluating information

Operations Lead - responsible for managing all tactical operations at an incident

Logistics Lead - provides all incident support needs, such as, facilities, transportation, communications, supplies/equipment, and food services

Finance/Administration Section Lead - responsible for managing all financial aspects and paperwork of an incident

Emergency Teams:

Triage Team - performs triage and provides medical assistance, ensures supplies are accessible, and evacuates and stages supplies

School Site Crisis Team - provides psychological/emotional support for students and staff

Search and Rescue Team - performs search and rescue operations

Access and Functional Needs Position - ensures the safety of students and adults with access and functional needs during drills and emergencies

Security/Utilities Team - ensures school site security and performs short-term repairs and shutoff of utilities

Fire Suppression/Hazmat Team - extinguishes small fires and evaluates chemical spills

Assembly Area Team - ensures safe evacuation and accounting for all students, staff, and visitors

Request Gate Team - processes requests for student pick-up

Reunion Gate Team - reunites students and parents at Reunion Gate

Supply/Equipment Team - ensures adequate equipment and supplies

Hygiene Team - provides all necessary sanitation-related support

Transportation Support Position - coordinates transportation assets and plans, such as, for an off-site relocation from the school

8. Appendices

Documentation/Communications Position - maintains emergency log, analyzes situation, and updates Incident Commander

Cost/Staff Accounting Position - maintains accurate emergency time records for all site-based and itinerant employees

Forms

Emergency Hazard Assessment Survey

School: _____

Location Code: _____

Name:_____

Position:_____

Date: _____

On-Site Hazard:

[List any unusual on-site hazards that are unique to the school, e.g., underground storage tanks, gas pipelines, unusual chemicals]

_____

_____

_____

_____

_____

_____

Off-Site Hazards:

[List any unusual off-site hazards unique to the school, e.g., freeways, railroads, pipelines, power transmission lines, industrial facilities]

_____

_____

_____

_____

_____

LAUSD Explosive Device Threat Report

School: _____

Date of Call: _____

Person Receiving Call: _____

Time of Call: _____

Incoming Phone No.:_____

I. REPORT OF PERSON RECEIVING CALL

Keep the caller on the line as long as possible (ask caller to repeat statements, ask more questions) and signal to another person to call police.

Questions for Caller

Ask the caller the following questions and write answers in the spaces below:

Explosive Device Information:

Where is the explosive device? (Get most specific information as possible.)

_____

When is it going to explode?_____

What kind of explosive device is it? _____

What does it look like? _____

Who set the explosive device?_____

Why was the explosive device set?_____

What can we do for you to keep the device from exploding? _____

_____

Caller Information:

What is your name? _____

How old are you? _____

Where do you live? _____

(If voice youthful) Are you making this threat to avoid taking a test/final? _____

Are you a member of a terrorist organization? Which one?

_____

How can you be contacted? _____

Call Characteristics Evaluation Check and describe the noted characteristics in the spaces provided below.

_____

_____

_____

_____

_____

Message Details: (Use the caller's exact language where possible.)

Caller's Voice:

Male_____ | Female _____

Child: Yes / No

Age: _____

Intoxicated:_____

Speech Impairment: _____

Accent: _____

Type: _____

Whispers/inappropriate language:_____

Angry:_____

Foul/Nasal:_____

Educated:_____

Irrational: _____

Incoherent: _____

Voice disguised/Altered: _____

Recorded threat message: _____

Read from script: _____

Is the voice familiar? _____

Who does it sound like? _____

Background Noise:

Music: _____

Babies/Children: _____

Conversation: _____

Playground/School: _____

Airplanes: _____

Traffic:_____

Animals: _____

PA System: _____

Machines: _____

Typing: _____

Other _____

II. REPORT BY PRINCIPAL

Name of school employee contacting police:

Date police contacted: _____

Time: _____

Name of police department call taker: _____

Name of responding officer: _____

Name of responding police agency: _____

Was a search for the explosive device conducted? Yes / No

Details of search: _____

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Was a school evacuation conducted? Yes / No

Full evacuation: Yes / No

Partial evacuation: Yes / No

Buildings or areas evacuated: _____

Send one copy of this completed form to the Region Operations Coordinator, send one copy to School Police at wtoffice@laschoolpolice.gov, and keep one copy in school records. Please also upload a copy to the iSTAR submitted on the incident.

Injury Report

School: _____

Teacher: _____

Room Number: _____

Date: _____

Name	Type of Injury	Location of Person

Missing Persons Report

School: _____

Teacher: _____

Room Number: _____

Date**:**_____

Name	Last Seen Location

Supplemental Attendance Report

Use this form to account for anyone not found on student/staff rosters.

School: _____

Date: _____

Name	ID NUMBER	STATUS (CHECK ONE)	OTHER INFORMATION

Student Release Log

Note: Schools may only release students to individuals who have been designated by the custodial parent/guardian.

School: _____

Date: _____

Student's Name	Release Time	Name of Person Released To	Adult Signature

Note: Maintain the original in the emergency document file.

Los Angeles Unified School District Office of Emergency Management

School/Site Preliminary Damage Report (PDR)

Use this form to report your status to the Region when the online School Emergency Status Report site is down.

School/Site: _____
Date: _____
Time: _____
Person in Charge: _____
Location Code: _____

Contact information *(How the school can be reached for additional information):*

_____

_____

_____

_____

Please answer the following:

Number of deaths: _____

- # of Students: _____
- # of Staff: _____
- ○ None

Number of injuries: _____

- # of Students: _____
- # of Staff: _____
- ○ None

How many buildings at your site are visibly damaged? _____

Describe the type and extent of damage you observe: _____

Summarize emergency response actions already taken:

Do you have the following capabilities?

- Power
  - Yes / No
- Water
  - Yes / No
- Landline Phone
  - Yes / No
  - Contact #: _____
- Cellular Phone
  - Yes / No
  - Contact #: _____
- Natural Gas
  - Yes / No
- Two-way Radio
  - Yes / No

Location of evacuated students: _____

List critical issues on site: _____

List other issues: _____

List assistance requested: _____

Emergency Drill Evaluation Worksheet

All emergency drill evaluations must be submitted at http://emergencydrills.lausd.net. Schools are expected to submit an evaluation after each emergency drill and radio test. **For best results, complete the emergency drill evaluation online using a cell phone during the drill.** Responses may also be entered on this form and then transferred to the online drill evaluation system after the drill using a desktop computer, tablet, or cell phone. Questions with an * require a response.

*School**: _____

*Today's Date**: _____

*First Name**: *Last Name**: _____

*Email Address (use lausd.net)**: _____

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?*:

- ☐ Letter Sent Home
- ☐ Blackboard Connect
- ☐ Newsletter
- ☐ Sign at Marquee/Entrance
- ☐ School Website/Calendar
- ☐ No Notification
- ☐ Other:

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?* (Mark all that apply):

- ☐ During the planning of the drill
- ☐ During the execution of the drill
- ☐ After the drill
- ☐ Did not use the ISSP

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*

- 5
- 4
- 3
- 2
- 1
- n/a

b) Employee performance of emergency duties and procedures*

- 5
- 4
- 3
- 2
- 1
- n/a

c) Emergency team(s) performance of duties*

- 5
- 4
- 3
- 2
- 1
- n/a

d) Accounting for everyone*

- 5
- 4
- 3
- 2
- 1
- n/a

e) Alert system*

- 5
- 4
- 3
- 2
- 1
- n/a

16) Did the School Safety Planning Committee and/or Emergency Team Leads 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?:

_____

A drill certificate of completion will be emailed upon submitting this evaluation online. Emails containing drill and radio test certificates and response summaries should be archived. Drill certificates should be printed and retained in the emergency drill logbook for proof of compliance during inspections. Questions can be directed to oem@lausd.net or 213-241-3889.

Biological and Chemical Release Response Checklist

School: _____

Location Code: _____

Location of Release: _____

Name: _____

Position: _____

Date: _____

	Check when complete	Notes
Have unexposed students, staff and others been evacuated from area of contamination?		
Have staff, students, or others who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water?		
Have all students and staff been accounted for?		
Has the area of contamination been cordoned off and secured?		
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?		
Have the doors and windows to the area of contamination been closed and locked?		

Have fans and ventilation systems serving the area of contamination been turned off?		
Has the Office of Environmental Health & Safety (Phone # 213-241-3199) been notified?		

8. Appendices

Assessments

Please check the online ISSP for the assessments. They are available in the Planning view as part of Step 2.


LOS ANGELES UNIFIED SCHOOL DISTRICT
INTEGRATED SAFE SCHOOL PLAN
2024-2025
ORCHARD ACADEMIES 2B
6411 ORCHARD AVE
BELL, CA 90201
(323) 826-3900
Generated On: 12/13/2024

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1. Introductory Material

1.1 Signature Page

Los Angeles Unified School District

Integrated Safe School Plan

School: ORCHARD ACADEMIES 2B **Date Generated:** **12/13/2024**

The Integrated Safe School Plan (ISSP) was developed and approved using a Districtwide template and a collaborative process respectful of representation/input from all stakeholder groups. All required committee members listed below (with an *) must sign the signature page.

Title:	Name:	Signature:	Date Signed:
REQUIRED COMMITTEE MEMBERS:			
Principal/Designee*:	SEQUEIRA, WANDA		
UTLA Representative*:	REINA, KARLA		
Classified Representative*:	DEHUMA TRIANA, PATRICIA		
Student (Secondary)			
Representative:	DAMIAN TORRES		
Parent (of an attending student)			
Representative*:	LIZBETH VELEDIAZ		
Law Enforcement			
Los Angeles School Police:	BARRAZA, LUIS		
Or			
LAPD/LA County Sheriff/			
Local Jurisdiction Agency*:			
Charter School Principal/Designee:	PRADO, ARTURO		

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1. Introductory Material

1.2 Record of Changes

Change Number	Date of Change	Name	Summary of Change
3	12/13/2024	Step 5 Other Document upload (Required for co-located charter school)	Emergency Teams 2024-2025 Rev Dec 2024.pdf v1.0
2	12/3/2024	Reunion Gate Primary	DEHUMA TRIANA, PATRICIA
		Supply / Equipment Team Alternate	CABADAS, ARMANDO
		SAR Coordinator Backup	GURUBEL, JAZMIN
		Crisis Team Leader Backup	GUERRERO, GUSTAVO
		Adult Mental Health Professional Backup	CHAVEZ, MANUEL
		Reunion Gate Backup	RODRIGUEZ TREJO, SOCORRO
		Supply / Equipment Team Leader	ESCARZAGA, JAIME
		First Aid / Medical Outside Meeting Location	Handball Courts
		Train Certification Date October Fentanyl Parent	10/24/2024
		Train Certification Date September Parent	9/19/2024
		Crisis Team Leader Primary	CRUZ, APRIL
		Train Certification Date October Fentanyl Student	11/12/2024
		Public Information Officer Backup	MEZA, NOVA
		Search and Rescue Team 1 Leader	HOUGH, MARCUS
		Train Certification Date October Fentanyl School	11/12/2024
		Assembly Area Team Alternate	ACOSTA, RICARDO
		SAR Coordinator Primary	CHAVEZ, MANUEL
		Train Certification Date September Student	10/2/2024
		Operations Chief	PRADO, ARTURO
		Search and Rescue Team 1 Alternate	LAWLER, MARCELLA
		Public Information Officer	SEQUEIRA, WANDA

1.3 Overview

National preparedness efforts, including planning, are informed by Presidential Policy Directive (PPD) 8, which was signed by the President in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.



Prevention means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.

Protection means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard and the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.

Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency and reducing the likelihood that threats and hazards will happen.

Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

Recovery planning begins at the preparedness phase of crisis response. The effectiveness of recovery efforts depends on pre-planning and developing partnerships with community agencies that can provide follow-up services as needed. Recovery entails planning for the structural, business/fiscal, academic, psychological, and physical needs of the school community. The goal of social-emotional recovery is to promote coping and resiliency for students, staff, and parents/guardians.

The ongoing recovery phase is designed to assist students, staff, and their families in the healing process and to restore educational operations in school. As the initial effects of a crisis subsides, it is important for the School Site Crisis Team to continue to assess the ongoing effects of the crisis and modify the plan accordingly.

There are short-term and long-term recovery activities to consider in the aftermath of a crisis situation. In the short-term (days to weeks), the school may focus on restoring regular school functions and routines as efficiently and promptly as possible. In the long-term (weeks to months), the school may focus on individuals who require more intensive services and on systemic changes to restore the school's safe and healthy learning environment.

Access BUL-5800 Crisis Preparedness, Response and Recovery for more information.

California law requires that schools and all site employees be adequately prepared to respond to earthquakes, fires, and other emergencies. To assist schools in complying with these requirements, the LAUSD developed the Integrated Safe School Plan as a template for preparing emergency procedures for each LAUSD school. Emergency management teams and procedures outlined in this plan are consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures using Incident Command System (ICS) principles to prepare for, and respond to, school emergencies.

1.4 Goals

As part of the planning process, each LAUSD school reviews school-specific data and identifies several goals for the school year. This year's Integrated Safe School Plan goals are:

People and Programs Goal #1: Our Positive Behavior Intervention Support Team/Committee will continue to meet to look at data and provide feedback on items that need to be addressed. Information will be brought back to the Leadership team when reviewing data to provide support and make any necessary changes.

People and Programs Goal #2: With the i-Attend 2.0 we will continue to target students in the chronic absence band and provide needed support to students and families. We will do follow up meetings with students and parents where needed. We will also target students that are making progress and those that are at basic to have conversations and provide rewards.

Threat / Hazard: Active Shooter / Gunfire

Threat / Hazard Goal: As a school site we will practice a shelter in place/lockdown drill to ensure that students and staff know what to do in case of a threat or emergency.

Emergency Function: Lockdown

Emergency Goal: As a school site we will have an "Lockdown" drill at a minimum of every other month.

1.5 Plan Organization and Concept of Operations

The effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is a critical resource to support schools with reaching such adequacy. In order to provide robust emergency and other safety protocols for schools, the District's Office of Emergency Management facilitates an annual, comprehensive review process of all ISSP components, including the online platform contents, in collaboration with over 20 District offices. Staff from these offices review and update the content of the plan which is also informed by Ed Code and District policy. As needed, new sections of the plan are introduced to ensure greater relevance and comprehensiveness. After all recommended updates are implemented and new programming components are tested, the revised template is provided through the online platform to schools. Each school then updates and creates their specific plan before the October 1 submission deadline every year.

This plan is organized into eight sections. Sections 1-2 give a plan overview and covers the mitigation and prevention activities that schools can implement before an emergency. Sections 3-4 focus on emergency preparedness, identifies the school's emergency response teams, and defines the roles and responsibilities of team members. Sections 5-6 present guiding laws and guidance for determining the nature and extent of an emergency, as well as a series of initial response actions to be taken in an emergency. Section 7 describes the detailed emergency response procedures that will be used for the many types of emergencies that may be encountered in a school setting. Section 8 provides a series of appendices of supplemental emergency information, including contact information and supply lists. Standard forms, site maps and other supporting information are also contained in the appendices.

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2. Plan Development

2.1 School Safety Planning Committee

LAUSD recognizes that everyone, from the administration and staff to the parents and the community, has a role in helping schools create safe environments. The template for the Integrated Safe School Plan is reviewed and updated annually by the District with input from subject matter experts. Every school is responsible for establishing a School Safety Planning Committee, composed of all stakeholder groups. The plan shall be written and developed by a School Site Council (SSC); the SSC may delegate this responsibility to the School Safety Planning Committee made up of members as outlined below (CA E.C. § 32281). This SSC action does not need to take place yearly, but the school should retain the meeting minutes indicating that this action was taken by the SSC. The committee is accountable for writing, implementing, monitoring, and evaluating the comprehensive, integrated plan based on the District template and unique to the school's safety needs.

The School Safety Planning Committee should present the updated ISSP at a public meeting at the school site and include discussion and public comments. The committee should notify, in writing, the following persons and entities, if available, of the public meeting: local officials; representative of the local school employee organization; representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs; representative of each teacher organization at the school site; representative of the student body government; and all persons who have indicated they want to be notified. **Note that the District will fulfill the requirement on behalf of all schools of notifying the local mayor.**

The uploaded document should include a dated meeting agenda and supporting documents and communications (CA E.C. § 32288). The District shares the school's ISSP with local first responder agencies as per CA E.C. § 32281 and the school should make every effort to engage local first responders in preparedness and other activities that enhance emergency response.

District employees must be aware of and comply with District, state, and federal safety policies.

Required Team Members

Title	Name
Principal/Designee	SEQUEIRA, WANDA
UTLA Chapter Chair	REINA, KARLA
Classified Representative	DEHUMA TRIANA, PATRICIA
Student (secondary) Representative	DAMIAN TORRES
Parent (of an attending student) Representative	LIZBETH VELEDIAZ

2. Plan Development

Los Angeles School Police *-OR-*	BARRAZA, LUIS
LAPD/LA County Sheriff/Local Jurisdictional Agency	
School Safety Planning Committee Chair	CHAVEZ, MANUEL
Charter School Principal/Designee	PRADO, ARTURO

Suggested Team Members

Title	Name
Teacher	PEREZ, JACKELYN
Dean	
Cafeteria Manager	ARCIGA, MARTINA
Plant Manager	ESCARZAGA, JAIME
School Psychologist	GOMEZ VASQUEZ, YAJAIRA
Counselor	ACOSTA, RICARDO
Title IX Designee	CHAVEZ, MANUEL
Physical Education Teacher	HOUGH, MARCUS
Nurse	MIRANDA, JESSICA
Health Education Teacher	GOMEZ, MARGA
PSW	GOMEZ VASQUEZ, YAJAIRA
Parent Center Director	GALINDO, LESLI
PSA	CORONADO, SILVIA
Coach	
Other	
Other	
Other	
Other	

2.2 Mitigation and Preparation

To effectively prepare for emergencies, a series of assessments are presented in this section regarding mitigation and preparation.

2.3 Safe School Planning Committee Checklist

Essential Checklist: School Safety Planning Committee

- ☐ The School Safety Planning Committee is established and contains a broad representation of all stakeholder groups (students, parents, staff, and community).
- ☐ Schedule and publish the meeting dates for School Safety Planning Committee.
- ☐ Send out a survey to staff to ascertain who has the training, skills, interest, and aptitude for each assignment in the Integrated Safe School Plan. Access lausd.org/ISSP and check the "Resources" section for the School Emergency Team Skills Survey. This section also includes sample memos and letters you can use.
- ☐ Assign staff to emergency roles in the Integrated Safe School Plan (ISSP) based on the results of the survey, recommendations from the School Safety Planning Committee, and consultation with the principal.
- ☐ If practical, the School Safety Planning Committee consults, cooperates and coordinates with other school site councils or school safety planning committees (CA E.C. § 32282).
- ☐ Prior to adoption, the revised ISSP is reviewed and discussed by the School Safety Planning Committee and the administrative staff.
- ☐ A current copy of the ISSP (redacting sensitive information such as all school maps) is available for public review in the Main Office (CA E.C. § 32282). Copies cannot be provided to the public or posted online. Additional copies are in the emergency bin and School Emergency Response Box (SERB). (See Subsection 3.17 Emergency Supplies and Equipment for some details regarding the SERB.)
- ☐ Staff members are made aware of how to access the Integrated Safe School Plan online (http://issp.lausd.net), their emergency roles in the plan, and how to print it.
- ☐ All employees are reminded of their role and responsibilities as disaster service workers (See Section 5.)
- ☐ Verification of the public meeting is on file at the school and uploaded into the online ISSP, and includes the meeting announcement, meeting agenda, and sign-in sheet.
- ☐ The ISSP is evaluated and amended as needed by the School Safety Planning Committee no less than once a year to ensure that the comprehensive school safety plan is properly implemented [CA E.C. § 32282].
- ☐ Check all emergency supplies in the emergency bin, Health Office, classrooms, and School Emergency Response Box. Check for expired or obsolete supplies. Order replacement supplies from the warehouse. Note that each year you will need to certify through the online Administrator Certification process (as described in the current version of MEM-6128.12 Administrator Certification Online System 2023-2024 for School Sites and Offices)

that the school's emergency bin is stocked in adequate amounts, organized, in good working order, and within applicable expiration guidelines.

- [ ] Establish a Continuity of Service Plan (also known as a Continuity of Operations Plan). Which functions are essential? Which functions must be conducted on site? Who will replace critical staff if they are absent for a prolonged period of time? Make sure the replacement staff has keys and job descriptions for their new duties. For the school continuity plan template, see the Office of Emergency Management web site: Essential Functions for Continuity of Service at School.
- [ ] Check all school radios and contact the ITD Radio Unit at (323) 224-2411 with any functionality issues. Visit https://www.lausd.org/radiounit for additional radio information.
- [ ] Have faculty identify their neighboring classroom "buddy" to mutually check on during an evacuation. Create a list to make sure no one is omitted.
- [ ] Create/update the staff cell phone contact list and add it to the ISSP appendices.
- [ ] Check your school's emergency contact phone list of District offices and support personnel to make sure it is current and accurate, supplementing the Emergency Contacts appendix and the Additional Contacts data in Step 4 of the online ISSP.
- [ ] Schedule all emergency drills on the school's master calendar, checking the drill chart at https://www.lausd.org/drills.
- [ ] Ensure that the school's emergency response box contains current and accurate information.
- [ ] Review the school's emergency response procedures with clerical, custodial, and support staff. Make sure they are prepared.
- [ ] Review the school's emergency response procedures with Beyond the Bell, L.A.'s Best, Youth Services, and any other before or after-school staff. Make sure they are prepared and know how to respond to an emergency. Make sure they have access to any and all emergency supplies. Print copies of the ISSP and all contact lists for them.
- [ ] Direct staff to https://www.lausd.org/steps for online emergency training information. Administrators can use the STEPS website to access online Emergency Management classes from Federal Emergency Management Agency (FEMA).
- [ ] Conduct a Vulnerability Assessment using the template provided on the Office of Emergency Management website. Take STEPS class 406, "Conducting a Vulnerability Assessment," to learn more.

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2.4 Plant Inspections

Plant inspections are critical to ensuring that all schools are clean, secured, all paths of egress are open and well-lit and are essential to the safety and well-being of all students and employees of the Los Angeles Unified School District.

Plant Inspections

- ☐ Walk-through will be performed on a biannual basis by the principal and plant manager to identify any unsafe conditions.
- ☐ Emergency routes and paths of travel used to and from assembly areas shall be inspected for ADA compliance.
- ☐ Within a month of the start of the new school year, the School Safety Planning Committee will review the walk-through. A timeline for completion of necessary corrections will be reviewed and assessed monthly.
- ☐ ESCARZAGA, JAIME will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served. These hazards may include: improper chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails, screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard (See the Common Safety Violations in School Classrooms guide).
    - Damaged fencing.
    - Playground facilities and equipment hazards.
    - Non-functioning lighting fixtures and burnt-out bulbs.
    - Non-functioning heating and ventilation.

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2.5 Hazards in the Community – Vulnerability Assessment

An LAUSD Vulnerability Assessment for schools to self- evaluate hazards on and off-campus is available to schools on the Administrators Corner of the OEM website. and is designed to be completed by the School Safety Planning Committee. Completing this assessment provides additional information that will help the committee create a robust and informed Integrated Safe School Plan.

School administration should be aware of potential environmental concerns in the community that can impact the school during an emergency. For example, the location of a nearby facility that uses toxic chemicals will assist in planning evacuation routes. The LAUSD Office of Environmental Health and Safety (OEHS) periodically conducts surveys to identify potential environmental concerns near schools. Site Administrators can access surveys that have been completed at https://lausd.org/Page/17133. Additional surveys will be uploaded as they are completed. To search for a school's survey, click the "Select a School" button below and type the school name in the search box or select the school from the drop-down list. Note potential environmental concerns near the campus, include:

- Facilities containing toxic chemicals or radioactive materials
- High voltage power lines and transformers
- Transportation routes of vehicles carrying hazardous materials (truck routes or railroad right–of–way)
- Underground gas or oil pipelines
    - Schools with pipelines may also be notified by the pipeline operator who can provide additional guidance and safety measures.
- Water towers or tanks
- Unique site-specific considerations

Site administrators can meet with an LASPD officer and walk the neighborhood to be familiar with potential hazards in the community that could impact the school. These findings can be recorded on Form A - Emergency Hazard Assessment Summary.

Site administrators should visit the CalEPA website and insert the address of their school to see a list of environmentally regulated sites and facilities near their campus. The website provides an overview of regulated activities of environmental programs in California. These activities include hazardous materials and waste, state, and federal cleanups, impacted ground and surface waters, and toxic materials. Site Administrators should print out the map of their school community that shows the exact location of these facilities. These sites may also be listed on OEHS' potential environmental concerns survey under CalEPA Regulated Sites of Concern within 500 ft (see above).

The map should be retained with the Integrated Safe School Plan and be a reference during emergencies and evacuations.

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Federal Emergency Management Agency (FEMA) offers a comprehensive, multiple-natural hazard-based, community-level risk index which is searchable by neighborhood. Coastal flooding, earthquake, hail, heat wave, landslide, lightning, strong wind, tsunami, and wildfire are among the 18 natural hazards included.

The database can be accessed at: https://www.fema.gov/flood-maps/products-tools/national-risk-index. This index takes into consideration the risk level of experiencing the natural hazards; population vulnerability based on factors such as, age, income and living conditions cross-referenced with available community resources such as, hospitals and fire stations; and historical data on natural disasters.

2.6 Preparation and Mitigation for Students with Disabilities

Additional information is available in the MyPLN STEPS courses 210 and 410.

Addressing Concerns: As per CA E. C. § 32282, after review by a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil, any concern about appropriate adaptations and a pupil's ability to access disaster safety procedures described in this plan should be directed to the school principal.

Procedures are outlined in REF-5511 Completing and Updating the Integrated Safe School Plan.

All school staff members need to be aware of the needs and challenges of students in their care. Schools are required to establish specific plans for students and/or employees with special needs to ensure their safety and implementation of any necessary documentation during any emergency (CA E. C. § 32282). In collaboration with appropriate staff, the School Safety Planning Committee should consider what additional steps and resources the school will use for students and adults with access and functional needs, disabilities, and other special needs. All emergency planning and preparation must consider the requirements of students with disabilities and other specific needs. Some students may need additional assistance during an emergency. It is crucial to prepare for the needs of these students and provide the necessary materials, resources, and personnel. Specific needs can be categorized into several, general groups:

- Mobility
- Visual
- Hearing
- Communication
- Cognitive
- Special Healthcare Needs
- Behavioral

The needs of students must be analyzed to accommodate student needs during emergencies, including procedures for emergency notification, evacuation, and sheltering.

Employees who will assist students with disabilities need to be identified before the emergency, and practice techniques for assisting these students. Staff will need to understand the capabilities and limitations of the population that they support during emergency situations. They should rehearse their role at every emergency drill so that they and the student they assist will have confidence in the process. Participating in all emergency drills enables the students with specific needs and the employees who assist them to become familiar with one another and address any concerns before an emergency occurs.

An administrator/designee shall be identified as the primary contact for ensuring students, others on campus with disabilities or other special needs are considered throughout the ongoing development of the plan. FLORES, ANGELICA This administrator and an alternate comprise the Access and Functional Needs Position (See Section 3.6).

Identification of Students with Specific Needs

The School Safety Planning Committee and other stakeholders should compile a list of students with specific needs. The list should include students with temporary physical challenges as well as students with injuries or needs that may not qualify for special education services, but who will need additional assistance during or immediately after an emergency. Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency.

Information about students with specific needs can be gathered from many sources, including:

- School Nurse/Health Care Assistants
- Parents
- Teachers/Related Service Providers
- Paraprofessionals
- IEP Team Meetings
- LRE Counselors
- Students
- 504 Plans
- 504 designees
- Counselors
- Meetings [e.g., Student Success Progress Teams (SSPT), Interim Behavior Response Plan (IBRP)

The list of students with specific needs can be entered in the "Alerts" module (under the student’s Record Navigator) of the Welligent system that stores LAUSD student medical condition information. Specific equipment and supplies needed to care for each student should be listed there as well. Periodically, the site administrator can print out an updated list. Details on using the “Alerts” module in Welligent are in the online MyPLN course STEPS.

The Administrator/Designee for Access and Functional Needs should ensure that all students who have specific emergency needs have been identified and that the list of these students and their needs are available in the School Emergency Response Box (see REF-5450 School Emergency Response Boxes). Before an emergency occurs, this list should be shared with the Operations Section Lead, who oversees the Search and Rescue Teams and the Triage Teams. Both teams need to know the names and challenges faced by these students, as it directly impacts the response actions of those teams. This information should be shared with the Logistics Section Lead to ensure that needed supplies are available (e.g., diapers, wheelchairs). The Logistics Section should also be aware of the approximate number of individuals with specific emergency needs, in the event that they need to order resources (e.g., buses). The following items should be stored in the School Emergency Response Box in folders marked "Confidential":

Class schedules for students with specific needs, so that Search and Rescue Teams will know where to look for students.

- Emergency contact information for each identified student with specific needs. Welligent (Student Face Sheet) printouts for students with chronic conditions who may require special or additional support from the Search and Rescue and Triage Teams.

The leaders of the Search and Rescue Teams, Triage Teams, and the Logistics Team should know where to get copies of these items during an emergency so that their sections can adequately address the needs of students with specific emergency needs.

Emergency Notification for Students with Specific Needs

Administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conduct regular emergency drills that incorporate emergency notification systems, such as the fire alarm system and PA system, into all emergency drills to test the system and identify any non-functional elements. Drilling with the school's emergency notification systems also creates familiarity with the sounds and lights associated with emergencies for students with specific needs. Supplemental online alarm systems training courses STEPS 411 and 418 are offered through MyPLN.

The Administrator/Designee for Access and Functional Needs should ensure the following are in place:

- All students are familiar with the sound of emergency alert systems, as well as the location of alarms and lights.
- All students, including students with communication challenges, are aware of the procedures used to report an emergency.
- All students, as appropriate for their age, ability, and cognition, know the emergency actions to take associated with each emergency alert system or emergency PA announcement.

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- Appropriate alternate emergency notification systems should be in place for students who cannot hear, including alternatives to emergency PA announcements (such as a lockdown).

Administration should make sure that all alarm systems, PA systems, and telephone systems are functional as part of the regular campus inspection process. Back-up plans, such as a cell phone list, should note individuals with specific needs.

Evacuation Concerns for Students with Specific Needs

As part of their planning process, schools will need to consider how they will assist students who cannot evacuate the building on their own, especially those who cannot walk down a flight of stairs. In almost all situations, students can be assisted with a special evacuation device or carried down by two to four adults on the Search and Rescue Team. All multiple-story schools have been trained on how to operate an Evac+ Chair and have at least one device on campus. If you need additional support, contact the Office of Emergency Management at oem@lausd.net. Rescue technique training is available online through MyPLN course STEPS 210.

On an ordinary school day, some students with mobility issues attend classes on the upper floors of buildings and use the elevator to travel from one floor to another. If there is an emergency that includes a power failure or activation of the fire alarm system, the elevator will not function, and these students will need assistance getting to the ground floor. These students will also need assistance after an earthquake, as elevators should not be used. In addition, disaster debris or damage may be disorienting to others who normally use the stairs, such as students who are blind or have visual impairments. Relocating upstairs classrooms of students with significant evacuation challenges to the ground floor should be considered for student safety.

Teachers are to use the buddy system during evacuation, so that one teacher can take two or more classes to the Assembly Area, while the second teacher or designated adult assists or waits with students who cannot evacuate on their own.

During an emergency, Search and Rescue Teams may need to rescue students who are trapped and cannot evacuate the building on their own accord. As they search buildings, the Search and Rescue Teams need to check for any students who cannot walk down a flight of stairs.

To make sure that these students, identified assistants, and Search and Rescue Team members are familiar with each other, all students must take part in all campus emergency drills. It will only be through practice that team members become familiar with the students and their capabilities. Drills should also pose a variety of challenges, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area. Information is available in the REF-5803 Emergency Procedures, Drills and Districtwide Exercises.

All students with evacuation challenges must be identified and know:

- Their accessible evacuation routes (to the assembly area, as well as off-site)
- What route they will take for both building evacuation (to the on-site assembly area) and off-site relocation
- For building evacuation to the on-site assembly area, alternate routes can be established to ensure accessible, safe, and efficient evacuation for individuals with access and functional needs (Note that all students/staff should use the same route, which should be accessible to all, for off-site relocation.)
- Who will assist them during an emergency
- How they will be assisted/rescued during an emergency
- Where they should wait, if there is a designated location
- What equipment will be used (e.g., Rescue-Seat, Evac+ Chair)
- Where assistive evacuation equipment is kept

All staff members responsible for assisting students during evacuations should be familiar with the evacuation buddy system and applicable assistive rescue devices and techniques.

A critical part of daily campus inspections is making sure that all access to the Assembly Area is open. All doors and exits should be open and work the way they were designed. Paved surfaces should be free of any obstruction. Blockages that are easily maneuvered by many can become overwhelming impediments to people with mobility challenges. All routes should be inspected to make sure they will service everyone on campus. This is especially true around construction sites, holiday decorations, and inclement weather.

Any person using a wheelchair who can travel without additional assistance proceeds directly to the school site Assembly Area. This school's specific plans for evacuation assistance includes:

Teachers will assist when needed.

Preparing to Shelter and Care for Students with Specific Needs

Once students with specific needs have been evacuated from the building, the next challenge will be maintaining their physical and emotional safety until they can be reunited with a custodial adult.

Before an emergency, identify what specific supplies or materials are needed to provide round-the-clock care for students with chronic conditions or special healthcare needs. Much of this information may already be in the Welligent student database, although it might not mention items that are only needed outside of school hours. The greater the student's needs, the more supplies that may need to be stored for emergency use.

School staff can create a backpack "go kit" with the necessary supplies and tag with the student's name. The backpack should contain all materials needed to support that student, as well as any documentation that may be needed by first responders or outside support agencies such as paramedics or hospitals. The bag can be stored in the classroom with the teacher or in the emergency bin if none of the supplies can be damaged by heat. Whenever the students

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evacuate the building, classroom employees must bring the backpacks with them. The school's specific plans for disaster assistance for students with specific needs includes:

For more tips and information on supporting students with access and functional needs, access LAUSD Emergency Preparedness for Students with Disabilities Tips and Checklist.

2.7 Public Disaster Shelters

There are centralized procedures that are followed by LAUSD before any school is used as a public disaster shelter. Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Management (OEM) in adherence to pre-established agreements. Any requests from the Red Cross for shelters should be directed to OEM at 213-241-3889 or the LASPD Watch Command at 213-625-6631. More information is available in BUL-6084 LAUSD Use of School Facilities in an Emergency or Disaster Situation.

2.8 Assessments

The school ensures that appropriate stakeholders participate in the annual self-assessment process.

Twelve self-assessments are completed online as part of Step 2 of the Integrated Safe School Plan process. They contain critical elements of safe and healthy school planning that must be completed for compliance with federal law, state law, and District policy and procedures. Results can be used to further facilitate the development of the school's ISSP and enhance overall health and safety at the school.

The most successful assessments are conducted by a broad array of individuals at a school, including support staff and first responders. Students and parents, including students and parents with disabilities, or access and functional needs, should be included to the maximum extent appropriate. These individuals will reflect on the school's practices, progress and challenges based on the prior year's data to complete the assessments.

2.8.1 Health and Nutrition

Health services are provided by a school nurse to meet federal and state mandates and the health needs of students. The school ensures immediate and reliable access to medications, special diets, treatments, and emergency care.

Acquisition and Use of an Automated External Defibrillator (AED)

For more details, access BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs).

The CA Health and Safety Code § 1797.196 (c) states when an AED is placed in a public or private K-12 school, the principal shall ensure that the school administrators and staff annually receive information that describes sudden cardiac arrest, the school's emergency response plan, and the proper use of the AED. The principal shall also ensure that instructions, in no less

than 14-point type, on how to use the AED are posted next to every AED. The principal shall, at least annually, notify school employees as to the location of all AED units on campus.

CA E.C. § 35179.6 (b) states commencing July 1, 2019, if a school district or charter school elect to offer any interscholastic athletic program, the school district or the charter school shall acquire at least one AED for each school within the school district or the charter school. The school district or the charter school is encouraged to ensure that the AED or AEDs are available for the purpose of rendering emergency care or treatment within a recommended three to five minutes of sudden cardiac arrest to pupils, spectators, and any other individuals in attendance at the athletic programs on campus activities or events and shall ensure that the AED or AEDs are available to athletic trainers and coaches and authorized persons at these activities or events.

Responsibilities of the Administrator:

As described in BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs).

- Ensure that all school staff annually receive information on the following:
  - The school's CPR/AED Emergency Response Site Plan and AED's location, completed each year by October 15 (Attachment A).
  - AED Program Tri-Fold Information Pamphlet (Attachment B).
- Ensure that instructions on how to use the AED are posted next to every AED. The AED signage must be visible with clear instructions that are no less than 14-point type (Attachment C).
- Ensure that the following occur:
  - Perform equipment maintenance of AED and associated supplies, such as pads and first responder kit, and check for expiration dates and damage every 30 days, specifically on the 1st of every month and no later than the 10th of every month. Report AED maintenance checks on the District-approved online platform via online login (Attachment D) or QR Code Scan (Attachment E).
  - Reorder outdated or damaged AED equipment supplies, as necessary.
  - Allow school site employees the opportunity to obtain CPR/AED certification that complies with the regulations adopted by the California Emergency Medical Services Authority (EMSA) and standards of the American Heart Association (AHA) or the American Red Cross (ARC).
  - Designate volunteer emergency site responders as described in BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs).and maintain responder training records on the cloud-based device management system (Attachment F) and CPR/AED Emergency Response Site Plan form (Attachment A).
  - Report the AED usage event on the cloud-based device management system and complete both the Incident Report in the Confidential Report of AED Incident

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Response form and the Incident System Tracking Accountability Report (iSTAR). Additionally, comply with post-usage event processes from the District-approved vendor.

Requirements when administering CPR and the use of an AED:

1. Call 911.
2. Call parent/guardian/emergency contacts.
3. Ensure that the individual who received CPR and the application of the AED is transported in an emergency vehicle to a hospital for further treatment and observation.

Administration of Naloxone (Narcan)/Protocol for Opioid Overdose Treatment

CA E.C. § 49414.3 authorizes school districts to:

- Provide emergency Naloxone (Narcan) or another opioid antagonist to school nurses or trained personnel who have volunteered.
- Use Narcan or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an opioid overdose.
- Designate one or more volunteers to receive initial and annual refresher training, based on standards regarding the storage and emergency use of Narcan or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon.

Based on this authorization, all LAUSD nurses and other designated personnel will have access to and training in the use of Narcan. At this time, LAUSD ensures staff training be conducted through MyPLN with completion certificates filed within each employee's personnel file. Further supplemental training is also being conducted by a credentialed school nurse.

Responsibilities of the Administrator:

- Review the information contained in BUL-133120 Administration of Naloxone (Narcan) Nasal Spray.
- Discuss the Narcan Nasal Spray and reporting policy with employees, and parents/guardians.
- Ensure that school nurses, designated staff, school police (LASPD), local police, and other emergency responders (fire department or LAFD or 911-deployed responders), can access Narcan supply when needed.
- Maintain an annually updated Naloxone (Narcan) Emergency Response Site Plan on the premises where the Narcan Nasal Spray is stored. This plan shall be accessible to Emergency Personnel, such as school nurses, designated staff, school police (LASPD), local police and other emergency responders (fire department or, 911-deployed responders).
- Ensure confidentiality of all Narcan Nasal Spray uses and its reports.
- Report all instances of Narcan Nasal Spray usage by completing an iSTAR.

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- Treat the report of Narcan Administration as a confidential report for use by LAUSD attorneys and the Office of Risk Management. No copies of the report shall be furnished to anyone including employees, students, or parents without permission from the Office of the General Counsel.
- Ensure proper procedures correlating to the storage, restocking, and emergency use of naloxone nasal spray as an opioid antagonist are being followed.
- Coordinate with designated staff to keep the Narcan and monthly checklists stored in a secure location.
- All schools must maintain records for seven (7) years.

Requirements when Administering Narcan:

1. Call 911.
2. Call parent/guardian/emergency contacts.
3. Ensure that the individual who received Narcan is transported in an emergency vehicle to a hospital for further treatment and observation.

Access to and Administration of Epinephrine

For more details including the administration of epinephrine, please access BUL-114500 Administration of Epinephrine Auto-Injectors.

The CA E.C. § 49414 requires school districts to provide emergency epinephrine auto-injectors to school nurses, or trained personnel who have volunteered, to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. The intent is to protect not only persons with previously diagnosed allergies, but also persons who do not know they are allergic and who therefore may not have been prescribed epinephrine. In addition, Section 49414 requires a school district, county office of education, or charter school to annually distribute a notice and description of volunteer training.

In the event of a major disaster which requires evacuation, it is recommended that the emergency epinephrine auto-injectors be transported to the First Aid Station and turned over to the designated lead of the First Aid Station.

Food Services

School menus, Café-LA programs, meal application and other pertinent food services and nutritional information can be found on the Food Services Division website at https://lausd.org/cafela.

Under California's Universal Meals Program, every school must serve breakfast and lunch daily without exception, including minimum and shortened days. 20-minute period for students to access and consume their meals is a state, federal, and School Board requirement. Schools that

have an after-school program offer healthy snacks and supper meals provided by the Food Services Division.

For more information, access Board Resolution "Improving Food and Nutrition Policy," December 11, 2012.

2.8.2 Positive Safe School Environment

2.8.2.1 Reporting and Notifications

Suspected Child Abuse and Neglect Reporting Requirements

Administrator Responsibilities:

- Review child abuse reporting policies with all employees twice a year (e.g., beginning of each semester), and assist or designate another administrator to assist employees seeking assistance in meeting their mandated child abuse reporting responsibilities.
- An employee who successfully completes the Child Abuse Awareness Training (CAAT) training will have certified the Employee Acknowledgement, and the supervisor may maintain a file of CAAT training completion certificates but is not required to do so. Also, although not required to do so, an administrator may annually request that each employee under the administrator's supervision sign the Employee Acknowledgement of Suspected Child Abuse Reporting District Policy and Legal Requirements in the BUL-1347 Child Abuse and Neglect Reporting Requirements.
- Ensure all employees are auto enrolled and have completed the annual fall online CAAT and passed the assessment by September 15 of each school year.

Employee Responsibilities:

- Review and pass the online CAAT.
- An employee suspecting child abuse or neglect must file a Suspected Child Abuse Report (SCAR):

  A. If the employee has an emergent (urgent) SCAR to make (e.g., immediate risk of abuse, neglect, or exploitation or that the child is in imminent danger of harm or death), the employee must: (1) telephone report immediately or as soon as practically possible to a child protective agency; and (2) file a written report with the same agency within 36 hours of receiving the incident information.

  B. If the employee has a non-emergent (urgent) SCAR to make (e.g., non-life threatening and non-emergency), the employee has an option to report to the Department of Children and Family Services (DCFS) by immediately or as soon as practically possible using the one-step online Child Abuse Reporting Electronic System (CARES) offered by the DCFS: https://reportchildabusela.org.
- The employee reporting suspected child abuse should not attempt to verify the suspicion or prove that abuse or neglect has occurred.

- Investigation (questioning witnesses, obtaining written statements), notification (family, alleged perpetrator), counseling, and family intervention are the responsibilities of the child protective agency.

The employee must know of the requirements to report known or suspected instances of child abuse and neglect and will comply with such requirements. The employee must view the CAAT training, pass the CAAT assessment, and get their training completion certificate. Summary guidelines for Child Abuse and Neglect Reporting:

- Reportable victims include persons under the age of 18, and dependent adults 18 years of age or older who are dependent upon others for care.
- Child abuse includes physical abuse, sexual abuse, neglect, willful cruelty, unjustifiable punishment, life endangerment, mental suffering, and emotional abuse.
- If a child discloses that they were abused or an allegation of abuse is brought to the attention of any District employee, a report must be made immediately or as soon as practically possible and should not be delayed until the end of the school day. School procedures may not require the reporter to disclose their identity to school personnel prior to or after making a report.
- A child abuse report should only be made to one child protective agency (e.g., DFCS, law enforcement agency). School Police is not a child protective agency, and reports made to School Police are not a means of complying with the law.
- Child abuse reports are confidential. The designated reporter should only complete the report.
- The law enforcement officer or children's services worker who receives a report of suspected child abuse or neglect determines the course of action and has specific legal authority and responsibilities. The official may interview anyone during the investigation and may take the alleged child victim into protective custody.
- Any person mandated by the California Penal Code who fails to report any instance of child abuse, which they know or reasonably suspect to exist, may incur criminal, civil, and/or professional liability.
- No employee mandated under the provisions of the California Penal Code shall be civilly or criminally liable for reporting suspected child abuse or neglect.

Incident Reporting

Responsibilities of the Administrator:

- Inform all staff of the reporting/notification process.
- Identify and manage the users who have access to the online iSTAR system.
- Report all incidents using the iSTAR System. Reports should be timely and thorough.
- Follow incident reporting procedures in BUL-5269 Incident System Tracking Accountability Report (iSTAR).
- Report incidents also to Region Operations for appropriate follow-up.

- Regularly review incident reports for trends, particularly those incidents involving crimes, to identify and implement prevention strategies.

Incident Reporting Guidelines:

An iSTAR is to be completed when there is an interruption to the operational and/ or instructional activities, such as but not limited to the following types of incidents:

- Any threat, including explosive device and terrorist threats, to the school, individual student, or staff.
- Student or staff member injured or missing.
- An assault or battery on a staff member.
- Serious infraction by a staff member.
- Any event involving police or fire departments.
- Life-threatening incidents and safety hazards.
- Serious campus disturbances (major fight, demonstration).
- Natural disaster.
- Evacuations, lockdowns, shelter in place actions.
- Utility outage.
- Construction problem preventing access.
- Unplanned media or social media coverage.
- Harassment/discrimination.

The Los Angeles Schools Anonymous Reporting (LASAR)

The Los Angeles Schools Anonymous Reporting (LASAR) mobile app is designed to report non-emergency incidents anonymously. It is available for free download in the Apple and Android app Stores. School community members may report school related incidents involving:

- Threats of planned school attacks/violence
- Drugs
- Mental health crisis/self-harm
- School/Safety threat
- Weapons/Dangerous objects
- Property damage/vandalism
- Suspicious/criminal activity
- Human Trafficking

LASAR is governed by Los Angeles Unified and operated by the Los Angeles School Police Department. It is an App for students, parents/legal guardians, and the public to report non-emergency incidents or crimes that may impact school safety. Emergencies or safety concerns that are actively occurring, should be reported to 911 or the Los Angeles School Police Communications Center at (213) 625-6631.

Emergency Alert Mobile App

Designed for District staff to notify LASPD and the site administrator, in real-time, in the event of an active assailant situation on school premises. The app is designed to work only within LA Unified school and office locations and automatically identifies the school/office location when the emergency alert is triggered. This app is available for free download in the Apple and Android App Stores.

Notification in Parent-Student Handbook

Responsibilities of the Administrator:

- Discuss the contents of the *Parent-Student Handbook* with all staff members.
- Require that each parent/student return a signed receipt indicating that they have received and read the *Parent-Student Handbook*.
- Implement a school-site system for collecting and maintaining a signed return receipt from each parent/student.

2.8.2.2 Campus Security

Student and Employee Security

Suggested options for perimeter gate access during a Rapid Relocation, as well as Rapid Relocation procedures, are provided in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools. Also, see Section 6.8 Rapid Relocation of this plan.

Responsibilities of the Administrator:

- Assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school. This response includes immediately notifying School Police at (213) 625-6631 or the local law enforcement agency.
- Review the information contained in BUL-5721 Student and Employee Security, with the students and staff at the school.
- Assign custodial personnel to check the campus for loiterers and trespassers, especially restroom areas, when opening and closing the building and grounds.
- Call School Police at (213) 625-6631 when assistance is needed on or adjacent to the campus.
- Develop classroom-to-office emergency communication plans in the event that regular means of communication are unavailable.
- Implement a neighborhood school-watch program. Request residents to report any unusual activities on campus to the principal during regular business hours and to School Police or the local law enforcement agency during nights, weekends, and holidays.

- Develop strategies to control rumors concerning school or community incidents.
- Organize, under the supervision of appropriate school personnel, a team of volunteer parents, other community residents, and staff members to patrol the campus and the perimeter.
- Enforce dress code that prohibits the wearing of gang apparel or the use of gang-related symbols.
- Work with School Police, local law enforcement and the School Safety Planning Committee to review crime data for the area surrounding your school. Assess the current status of crime committed on school campuses, at school-related functions, and in the neighborhood surrounding your school (CA E. C. § 32282). A website that maps crime data by address, such as http://www.crimemapping.com, is a very useful tool. The following information can also be reviewed: office referrals, attendance rates/School Attendance Review Board data, suspension/expulsion data, California Healthy Kids Survey, School Plan for Student Achievement, School Experience Survey, local law enforcement juvenile crime data and property damage data.

Responsibilities of Staff:

- Report to the Main Office or other designated office prior to proceeding to assigned classrooms or work areas.
- Lock classroom doors when working alone before or after school hours.
- Establish and maintain a buddy system when working in isolated areas or traveling to and from parking areas at the start and close of school.
- Exercise stringent control of assigned school keys and secure all personal valuables.
- Report any person loitering in or adjacent to parking areas, etc., or sitting in a parked car.
- Instruct students to avoid strangers and provide strategies for avoiding contact with strangers. Utilize the following resources as appropriate: LAUSD crime prevention programs, drug resistance programs, child abuse, and traffic safety bulletins.

Campus Supervision

Responsibilities of the Administrator:

- Maintain a current supervision plan and schedules for staff carrying out the plan.
- Provide training regarding campus safety and campus supervision and schedule meetings for campus supervision updates.
- Inform all staff, students, and parents of the campus supervision plan.
- Have custodial personnel check the campus for loiterers and/or trespassers, especially restroom areas when opening and closing the buildings and grounds.
- Review and post at all utilized entrances appropriate signs regarding weapons, visitors, trespassing, loitering, etc.

- Monitor or prohibit student access to cars during school hours.
- Review with campus supervision personnel procedures related to the proper use, maintenance, and security of issued hand-held and base radios. See “REF-6343 School-Based Radio System,” or call the Radio Unit at (323) 224-2456.
- See that the school adheres to the District policy on closed campuses. All exit gates, except the main gate, will be locked after the start of school. Student exit gates will be unlocked prior to dismissal time.

Locked Campus Policy

Responsibilities of the Administrator:

- Assign a school staff member, volunteer parent, or similar, to monitor the main entrance during the school day and assist visitors with signing in and reporting to the Main Office upon entry.
- Assign available school staff to monitor the campus perimeter, known trouble spots, and all building and gate entrances during the school day.
- Inform all students and parents/guardians that schools are closed campuses and that students are not allowed to leave the campus during the school day without the permission of the principal and the parent/guardian.

Visitors to School Campuses

Responsibilities of the Administrator:

- Schools must develop and post a visitor’s policy. The policy must not set arbitrary time limits regarding frequency and duration of visits and must be distributed to parents and staff annually.
- Inform parents in advance of the procedures for visiting the school.
- Have all visitors report to the Main Office upon arrival. Visitors must wear a visitor pass and return the pass upon departure.
- Conduct a review to ensure that the appropriate and approved signs are posted regarding visitors, trespassing, loitering, and other requirements at all utilized entrances. Report persons loitering or trespassing on or adjacent to the campus to LASPD.

Administrators have the authority under the California Penal Code, Los Angeles Municipal Code, and the Education Code to report to the appropriate police agency visitors who fail to adhere to the posted “Visitor’s Policy.”

Responsibilities of the Parents/Visitors:

- All campus visitors must have the consent and approval of the principal/designee within a reasonable period of time after making a request to visit the school.

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- Parents have the right to observe in the classroom in which their child is enrolled within a reasonable period of time after making a request.
- Visitors are not to converse with the students, teacher, or instructional aides during the visitation.
- Visitors are to keep the frequency of classroom observations reasonable (to be determined by the activity being observed).
- Parents do not have the right to willfully interfere with the discipline, order, or conduct in any school classroom or activity with the intent to disrupt, obstruct, or cause substantial disorder in a place where a school employee is required to perform his or her duties.

School Police/Local Law Enforcement

Responsibilities of the Administrator:

- Meet with a School Police Officer or Area Sergeant to share and discuss information related to campus activity and the site's security operations and service needs.
- Review with staff the appropriate notification and protocol for reporting campus crime and incidents.
- Review with staff, on an ongoing basis, procedures related to the proper use and security of issued hand-held and base radios, with the assistance of LASPD, as necessary.
- Alert appropriate law enforcement agencies near school campuses and the respective Region about incidents and events that may have repercussions at other locations.
- Provide to staff safety bulletins and available information regarding incidents or situations that might impact personal safety or the school's education environment.
- Solicit community support to assist with student safety to and from school.
- Provide appropriate law enforcement telephone numbers to area residents and businesses and solicit their support in reporting unusual activities on and around the campus to School Police and the local law enforcement agency during nights, weekends, and holidays.
- If a local law enforcement agency notifies a site administrator with a request to disseminate information pertaining to a sex offender, contact the School Police Watch Commander at (213) 625- 6631 and advise them of the material received. LASPD will serve as the District's liaison with the agency to determine the expectations for the information, distribution, and the scope of the disclosure.

Procedures When Calling for Service from Law Enforcement Agencies:

- Identify yourself and your location. Give callback numbers (office or cell) where you can be reached most easily.
- Summarize the nature of the problem or incident.
- Give the location of the problem incident.

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- Request medical assistance, if needed (if not already requested through 911).
- Describe the person or suspect involved: Provide a physical description (gender, ethnicity, age, height, weight, hair color and style, color of eyes, and clothing worn) and other known information (i.e., student, staff member, nonstudent, parent, other known or suspected gang affiliation, etc.).
- Describe weapon involved, if any: Type, location (on person, in vehicle, etc.), and manner used (actual use, threat, etc.).
- Describe method of transportation used by person or suspect involved and last known direction of travel. Indicate motor vehicle, motorcycle, bicycle, bus, skateboard, skates, etc., (if motor vehicle, give color, year, make, model, and license plate number) and any other information (i.e., number of passengers in the vehicle).
- Advise School Police if another law enforcement agency has also been contacted.

Responsibilities of the Los Angeles School Police Department (LASPD)

As peace officers, School Police Officers are expected to take appropriate steps to discourage potential law violations and head off potentially threatening situation. Their primary responsibility is to “keep the peace” by protecting students and staff from physical assault and school property from theft and destruction. LASPD officers will be available to support school-site administrators, students, staff, community members, and local agencies to create a safe and secure school learning environment. LASPD will also provide support through the Youth Diversion program to address safety issues and criminal conduct. Safe Passages and other specialized units will work to support LASPD officers assigned to support schools to ensure safety around the campus, enforcing all applicable laws fairly and impartially, and maintaining presence in safe passages areas. Minor violations will be addressed with the “spirit of the law” posture rather than a “letter of the law” posture in enforcement efforts.

School Police Officers will:

- Respond to the school for the protection of pupils and District personnel, the security of District property, and the prevention of theft and malicious mischief to cars and other personal property of school personnel on campus.
- Develop and maintain a positive, professional, and ongoing working relationship with the school-site administrators, students, staff, school community members, and outside local and law enforcement agencies, to address and problem-solve crime and safety issues and to meet the school’s safety objectives and goals as established.
- Follow all procedures consistent with the District-established policies and School Police directives.
- Act in an advisory capacity regarding the need to involve local law enforcement agencies.
- Assist with preparing, evaluating, and updating the Integrated Safe School Plan.
- Serve as a member of the school’s Crisis Team and School Threat Management Team.

Responsibilities of Law Enforcement (School Police/Local Agencies):

- In instances where law enforcement statutory requirements apply, the appropriate legal decisions are made by the police officer. While in most cases the situations will be obvious, in other less obvious instances, the legal decision will be made by the involved police officer, consistent with current Police Department and District directives and policies and in consultation with an LASPD supervisor.
- A lockdown of the campus is called by either a law enforcement agency or a site administrator to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school. The site administrator terminates the lockdown after consulting with law enforcement.
- Properly identified law enforcement officer are allowed to interview a student “in the presence of the principal or a teacher.”
- Properly identified law enforcement officers may remove a student from a school. Responsibility for parent notification of a student’s removal by law enforcement personnel rests with the school administration. The involved officer is also obligated to make parent notification.
- The difficult task of delivering death notifications to next of kin is the responsibility of law enforcement personnel or the Los Angeles County Coroner’s Office personnel, who have been provided with the training and resources necessary to carry out such notifications. If a death has occurred on campus and a member of the victim’s family arrives at the school prior to being notified of the death by law enforcement, the family member should be escorted to a private comfortable setting until law enforcement personnel arrive. If a member of the victim’s family calls the school prior to notification by law enforcement, they should be asked to come to the school.

Role of Law Enforcement Personnel When a School Becomes a Crime Scene:

- Law Enforcement personnel will establish a crime scene at any time when it is necessary to preserve evidence of a crime, or an investigation of a crime is in progress, including but not limited to: murder, suicide, death due to suspicious circumstances, or for other serious crimes involving students, staff, or others (crimes that include, but not limited to, vandalism, burglary, or arson). Only authorized law enforcement and fire department personnel are allowed inside the designated crime-scene area.
- The first police officer to arrive on scene will have specific duties to perform to ensure the protection of the crime scene and to assure that the crime is investigated properly. Despite the sometimes-chaotic nature that characterizes many crime scenes, the police must be permitted to do their job according to established procedures.
- A police supervisor or police officer will serve as the liaison with the school’s administration.

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- The law enforcement officer in charge will determine if and when crisis team members or other support personnel from outside the school can enter the campus to begin their intervention assessments and follow-up activities.
- Once potential witnesses have been identified, it is essential to keep witnesses separate to maintain and preserve the integrity, clarity, and objectivity of each person's account. Therefore, school administrators may be asked to provide multiple locations on campus to isolate witnesses for questioning by law enforcement personnel.

2.8.2.3 Violence Prevention and Interpersonal Relations

Cybersecurity

- As the largest K-12 computing network in the United States, users of the LAUSD computing environment have a responsibility to do all they can to protect themselves, their accounts, the systems they use, and the secure data they deal with.
- Many District employees have regular access to sensitive information, which is protected with multiple layers of security. Employees are the first of these layers to protect District data, but they are also the most vulnerable. Most data breaches start with an attacker exploiting the human nature of employees in various social contexts to gain access to sensitive information. Employees may not realize they are a target and may be unsure how to prevent, identify, or report cybersecurity threats. It is critical to follow all District cybersecurity measures including those referenced in this section.
- The District has implemented an Information Security Training and Awareness (ISTA) program with the purpose of achieving the following strategic goals:

    1. Improve the District's resilience to cybersecurity threats.
    2. Establish a strong security-minded culture and integrate it into day-to-day District operations and decision-making.
    3. Improve compliance with external regulatory and contractual requirements that require mandatory training and awareness (e.g. HIPAA).
    4. Minimize the frequency and impact of security incidents.
- All employees must complete the online Annual IT Cyber Security Awareness Training.
- To report a concern about a potential data breach or compromised machine or account to IT Security, employees should call the ITD Helpdesk at (213) 241-5200 or send an email to information.security@lausd.net.

All employees are encouraged to follow Cyber Safety tips on the ITS website: https://www.lausd.org/cybersafety. Additional details regarding the responsible use policy are also available at this site.

Digital Citizenship

Responsibilities of the Administrator:

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- Provide staff with professional learning opportunities offered by the Instructional Technology Initiative within the Division of Instruction to deepen digital citizenship knowledge and practices: https://www.lausd.org/digcit
- Review with staff the following bulletins to understand the implications of digital engagement in creating a safe school environment:
    - BUL-999 Responsible Use Policy for District Computer and Network System
    - BUL-6399 Social Media Policy for Students
    - BUL-5688 Social Media Policy for Employees and Associated Persons
    - Parent Acknowledgement Form
    - Media Release Form

  https://www.lausd.org/digcit
- Provide parent workshop sessions regarding digital citizenship practices of proactive engagement, safety, and security online: https://www.lausd.org/Page/16676
- Ensure that staff integrate digital citizenship instruction across content areas, leveraging District-adopted digital citizenship curriculum: https://www.lausd.org/Page/16689
- Establish a digital presence with purpose in alignment with District policies to maintain open communication with school community and model promising practices.

Code of Conduct with Students

- Provide a copy of the "Code of Conduct with Students" to each employee and any individual working with students on an annual basis at the beginning of each school year or when the employee reports to the site/work location if the school year has already begun.
- Post the "Code of Conduct with Students" in staff lounges and other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.
- Include the "Code of Conduct with Students" in the location's employee handbook, school's Safe School Plan, and in the substitute folder that is provided to substitute teachers who report to school sites.
- Remind employees/individuals to be mindful of the fine line drawn between being sensitive to and supportive of students' needs and a possible or perceived breach of responsible, ethical behavior.
- Encourage employees/individuals to use good judgment and caution them to avoid the situations indicated in the document.
- Reaffirm with employees and individuals of the duty to protect students and provide a safe and secure learning environment.

Sexual Grooming, Abuse, and Misconduct with Students

- Grooming is the deliberate process by which offenders gradually initiate and maintain sexual relationships with victims in secrecy.

- Over 90% of offenders are a family member or another adult in the victim's circle of trust, including those who work in schools, and who normally and regularly interact with the victim.
- Offenders in schools may be popular with students, admired by colleagues, recognized as valuable members of the school community, and appreciated by parents.
- The grooming process begins with the offender establishing a bond with their victim by behaviors such as spending time together, sharing secrets, providing gifts, and giving them special attention. Some behaviors may appear to be normal interaction between an adult and a student.
- Grooming that results in sexual conduct with a victim (e.g., sexual abuse, exploitation, and child pornography) is a crime and must be investigated by law enforcement.
- The "Code of Conduct with Students" serves as the District's policy for appropriate and professional interaction with students of all ages. Administrators must take prompt action to address any behavior that violates the Code of Conduct even when not deemed a crime by law enforcement.
- Students can also be suspected of abusing other students.

Administrator Responsibilities:

- Understand and recognize potential grooming behaviors.
- Present sexual grooming awareness training to employees.
- Complete the Administrator Certification page by the designated due date.
- Respond to reports of potential grooming of a student by an employee, a school-related adult, or another student.
- Contact Region Operations immediately after reporting suspected abuse to law enforcement in cases where the accused perpetrator is a District employee, a school-related adult, or another student.

Employee Responsibilities:

- Report suspected child abuse as outlined in BUL-1347 Child Abuse and Neglect Reporting Requirements.
- For students over 18 years of age who are considered dependent adults, report suspected dependent/elder adult abuse as outlined in BUL-2449 Dependent/Elder Adult Abuse and Neglect Reporting Requirements.
- If the suspected perpetrator of the abuse of a student is a District employee, student or school-related adult, the mandated reporter is strongly encouraged to make the mandated child abuse report to local law enforcement.
- Notify a Site Administrator of the misconduct immediately after making the child abuse report when a District employee, school-related adult, or another student is suspected of abusing a student.

- Students can also be suspected of abusing other students. Mandated reporters must follow the same suspected child abuse reporting procedures.

Administrative Searches

Contact Region Operations for current policy and procedures related to administrative searches.

Gun Violence Prevention

Responsibilities of the Administrator:

- Distribute to families annually the Parent Legal Duties to Safely Store Firearms letter in the LAUSD Student/Parent Handbook, as required per Board Resolution 046-18/19.
- Make gun violence prevention resources available to your parent/guardian community.

Safe School Collaborative

Responsibilities of the Administrator:

- Identify key community stakeholders in relation to safety, including but not limited to: law enforcement, probation, city attorney's office, city, and county human relations.
- Identify key LAUSD central and Region personnel to provide consultation and support, such as: Region Operations, Organization Facilitators, Human Relations, Crisis Counseling, etc.
- Identify a multidisciplinary school safety team composed of members such as, administrators, parents, teachers, school police officers, health, and mental health professionals (i.e., PSW, PSAC, School Psychologist, or School Counselor), after-school staff, etc.
- Identify a designated chair to convene the meetings, establish a needs assessment for the school and community related to safety concerns, identify goals and objectives, and assign roles and responsibilities.
- Work towards the development of safe passage to and from school for students.

Gang Risk Intervention

Key Elements:

- Become familiar with gang groups, related activities, graffiti, apparel, etc.
- Provide staff development regarding gang prevention and intervention strategies.
- Provide parent in-service training regarding gang membership and activities.
- Develop a forum for discussion that brings together influential students ("natural leaders") who represent all segments of the student population, including selected gang members.

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- Collect information from law enforcement, probation, community-based organizations, and others to understand the scope of the school/community gang problem.
- Contact law enforcement agencies, gang experts, and formal/informal counselors to obtain strategies and related information. Probation officers can assist with students who are on probation.

Bullying & Hazing Policy

CA E. C. § 48900 (r) defines bullying as:

- "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
- Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
- Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school. For additional guidance, including investigative steps, access BUL-5212 Bullying and Hazing Policy (Student-to-Student).

Responsibilities of the Administrator:

- Ensure that bullying and cyberbullying training are available to employees who have regular interaction with students.
- Investigate allegations of bullying thoroughly and maintain confidentiality throughout the investigation.
- Respond to allegations whether the involved parties are students or employees. (For incidents between employees, refer to the BUL-5798 Workplace Violence, Bullying and Threats [Adult-to-Adult].)
- Take appropriate actions to resolve the situation.
- Document the investigation, interventions, and resolution.

Responsibilities of Staff and Student Rights:

- Schools must discuss relevant aspects of the Bullying & Hazing Policy with their students.
- Personnel are responsible for taking corrective action to prevent bullying in school, at school events, and to and from school.

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- Any person has the right to report an allegation of bullying without reprisal or retaliation.

Hate-Motivated Incidents

For more details, access BUL-2047 Hate-Motivated Incidents and Crimes - Response and Reporting.

Responsibilities of the Administrator:

- Respond quickly to incidents, whether the victims are students, staff, or community members.
- Ensure the physical safety of the victim and offer victim assistance, as appropriate.
- Investigate incident, provide interim safety/emotional support measures, and take appropriate disciplinary action. If necessary, involve law enforcement and preserve evidence.
- Report hate-motivated incident/hate crime to School Police and implement educational programs and activities that foster human relations skills and combat behaviors of name-calling, harassment, discrimination, hate, and bigotry.
- Review with employees and students and post nondiscrimination notices in all schools/offices, including staff lounges, student government meeting rooms, the main administration building, or other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.

Sexual Harassment Prevention Policy

Key Elements:

- All allegations of sexual harassment are to be treated seriously and investigated in a way that respects the privacy of all parties.
- All reported incidents of sexual harassment should be investigated and addressed to prevent recurrence. Several attachments found in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment) may be utilized to document the complaint policy guidance provided to the parties, ensure Title IX Protections are afforded, appropriate grievance procedures are determined (Title IX, Uniform Complaint Procedures [UCP], informal investigation), and communication to the families of the target and the accused.
- Review with employees and students and post the sexual harassment prevention poster in all schools/offices, including staff lounges, student government meeting rooms, the main administration building, in a prominent and conspicuous location in each bathroom and locker room at a school, and in other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.
- For procedures regarding employee-to-employee complaints of sexual harassment refer

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to District BUL-6612 Non-Discrimination And Anti-Harassment (Including Sexual Harassment) Policy and Complaint Procedure

- Parties are to be provided supportive measures in an equitable manner and informed of any remedial or corrective actions that are instituted to resolve the complaint once a final determination is made.
- Complaints of sexual harassment are often sensitive, complex, and difficult to handle.
- There are informal, formal UCP, and Title IX designated processes described in responding to such complaints as outlined in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment.

Title IX Gender Equity

Key Elements:

Students have the right to an equal learning opportunity in their school's programs and activities (i.e., extracurricular, clubs, awards).

Students may not be required to take and/or may not be denied enrollment in a course because of actual or perceived sex, sexual orientation, gender, gender identity, gender expression, pregnancy, childbirth, termination of pregnancy, breastfeeding/lactation status, and related medical conditions.

- Students shall be provided with counseling and guidance, course access/instruction, participation in extra-curricular activities, programs and clubs, and administration of discipline that is not discriminatory.
- Sexual harassment of or by school employees or students is a form of gender discrimination and is prohibited.
- Students and/or parents who file a complaint are to be informed of the administrative investigation findings of the complaint.
- Schools shall offer student's equal opportunities to participate in physical education or play sports.
- Equipment, supplies, game and practice schedules, budgets, facilities, etc., offered to teams shall provide equal athletic opportunities for members of both sexes.
- No student applying for enrollment will be subject to discrimination on the basis of any of the protected categories above.
- Any complaints of discrimination shall be handled in a confidential manner. The District will not tolerate retaliation in any form against the complainant or any party involved in the investigation, for filing or participating in a complaint investigation.
- Review data related to such incidents to plan and increase site safety.
- The informal and formal processes for investigating the complaints are found in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment).

Intergroup Relations

Responsibilities of the Administrator:

- Take proactive steps to build and maintain safe, healthy, welcoming, and affirming learning and working environments, where students, staff, and families' identities and voices are represented, recognized, and valued.
- Provide activities for meaningful interactions between student, staff, and parent groups to promote an appreciation of diversity and a supportive school climate. Trainings, activities, and resources are available from the Office of Human Relations, Diversity and Equity.
- Make a concerted effort to affirm and engage student subgroups on the campus, such as newly arrived immigrants, sexual and gender diverse students, students with disabilities, in foster care, experiencing homelessness, and racial, cultural ethnic or religious minorities.
- Support schoolwide efforts to reduce misconduct and bullying by promoting pro-social behaviors.
- Follow the guidelines of BUL-5212 Bullying and Hazing Policy (Student-to-Student) for responding to allegations of bullying.
- Designate a point person for overseeing the school climate, bullying prevention efforts, and procedures for managing peaceful resolutions of conflicts (e.g., Restorative Practices and Peace Builders).

School Site Crisis Team

Responsibilities of the Administrator/Designee:

- Establish a safe, civil, and secure school environment.
- Establish a multi-disciplinary School Site Crisis Team, in accordance with the Integrated Safe School Plan.
- Ensure that the BUL-5800 Crisis Preparedness, Response and Recovery policy and all applicable protocols are implemented.

Suicide Prevention, Intervention and Postvention

Responsibilities of the Administrator:

- Designate Crisis Team Members/Suicide/Threat Prevention Liaisons (STPLs) in the ISSP's School Site Suicide/Threat Assessment Team.
- STPLs only assess students, not employees. For assessments of non-students, see BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult).
- Respond to reports of students at risk for suicide or exhibiting self-injurious behaviors immediately or as soon as practically possible.

- Monitor and follow-up to ensure that the risk has been mitigated through support and resources.
- Ensure that the Suicide Prevention, Intervention, and Postvention (SPIP) policy is implemented.
- Provide follow-up to relevant staff such as Region Operations, as needed.
- Report incidents in Incident System Tracking Accountability Report (iSTAR) as appropriate and update as needed.

Responsibility of all District employees:

- All District employees must complete the online Suicide Prevention and Awareness Training annually. The training certifies that employees know the warning signs and risk factors for suicide, as well as what to do if they are concerned about a student who might be suicidal. (See MEM-6910 Annual Suicide Prevention and Awareness Training.) If you have questions or concerns regarding the training, please contact your administrator.
- Inform the school site administrator/designee and/or STPL immediately or as soon as practically possible of concerns, reports, or behaviors relating to students who might be suicidal and/or engaging in self-injury.
- Adhere to the Suicide Prevention, Intervention, and Postvention (SPIP) policy.

Student Threat Assessment and Management

Responsibilities of the Administrator/Designee:

- Designate STPL in the ISSP's *School Site Suicide/Threat Assessment Team*.
- STPLs only assess students, not employees. For assessments of non-students, see BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult).
- Establish a multidisciplinary school site threat assessment team, in accordance with the ISSP *School Site Suicide/Threat Assessment Team*.
- Respond to reports of students exhibiting worrisome behaviors or making threats immediately or as soon as practically possible.
- Ensure that the Threat Assessment and Management (TAM) policy is implemented.
- Provide follow-up to relevant staff such as Region Operations, as needed.
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the TAM policy and act in accordance with the policy.
- Report any worrisome behaviors or suspected threats to the school site administrator/designee and/or STPL immediately or as soon as practically possible.
- Cooperate in any investigation by providing accurate, relevant information.

Employee or Associated Adult Workplace Violence, Bullying, and Threats

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Responsibilities of the Administrator/Designee:

- Establish a safe and respectful school or workplace environment.
- Ensure that the BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) is implemented.
- Investigate and respond to any verbal or written reports of violence or threatening behavior.
- Monitor and follow-up to ensure that the behavior has stopped.
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) and act in accordance with the policy.
- Promptly report any suspected workplace violence behaviors to the site administrator or designee.
- Cooperate in the investigation of employee workplace violence complaints by providing relevant information.

Student Dress Code/Uniform Policy

Key Elements:

- Representatives from stakeholder groups will review the school's dress code yearly to ensure it complies with guidelines and gender neutrality enumerated in BUL-6494 Student Dress Codes and Uniforms.
- All students shall show proper attention to personal safety and suitability of clothing for school activities. Specialized school programs and classes, such as physical education, science lab, wood shop, or culinary arts, may require specialized attire or unique restrictions.
- The school may prohibit attire or paraphernalia with language or images that are vulgar, sexually explicit, discriminatory, libelous, promote illegal or violent content, or which could reasonably be foreseen to create a hostile environment among rival gangs, individuals, or groups.
- Urban fashion in and of itself is not "gang-related" apparel.
- Students may wear jewelry or attire representative of an established religious faith, including, but not limited to a crucifix, yarmulke, headscarf, or turban.
- Students may wear sun-protective clothing outdoors.
- Hair, sideburns, mustaches, and beards may be worn at any length or in any style, and clothing may be of any fashion, style, or design.
- Parents must be advised of uniform policies prior to the beginning of the academic year (or upon enrollment), informed that uniforms are voluntary, and, if needed, be assisted in securing financial assistance to obtain desired uniforms.

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- School uniform policies are voluntary. A student's parent/guardian must be notified annually and may exercise the right to opt out of the school uniform policy, though the student must adhere to the student dress code. Students shall not be penalized academically, subject to any disciplinary action or disparaging treatment or denied attendance to school or participation in school activities for opting out of the uniform.
- Schools must identify financial resources for students who are not able to comply with the school uniform policy due to financial hardship; this includes provision of physical education uniforms at no cost if failure to have or wear appropriate apparel arises from circumstances beyond the control of the student.

2.8.2.4 Behavior Support and Formal Discipline

Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)

Access resources at https://www.lausd.org/PBIS_RP

Responsibilities of School Administrator:

- Cultivate a safe, healthy, welcoming, and affirming learning and working environment in each classroom and schoolwide through the development of an integrated, trauma and resilience informed Multi-Tiered Systems of Support framework to support the implementation of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP), including community and relationship building.
- Ensure a focus on prevention, common values, and shared accountabilities among school community members.
- Ensure that PBIS/RP are achieved through good first teaching, as well as differentiation and personalization of learning.
- Assume a leadership role in the Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Team . Everyone has a stake in responsible, respectful, and safe behavior at school. This forms a foundation and an atmosphere that promotes learning and instruction. Administrative leadership is an essential ingredient of that foundation.
- Establish the Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Team; support and monitor the team's implementation of the Schoolwide Discipline Plan; evaluate the outcomes; and modify strategies as needed.
- Ensure school procedures effectively support the collection of data that accurately reflects school wide, classroom, and individual student social-emotional development and behavioral needs.
- Inform all students and parents/guardians at the beginning of each academic year or as students enroll about the school's behavioral expectations, responsibilities, and procedures.

- Ensure that students, parents/guardians, and staff have access to copies of the Schoolwide Discipline Plan, that all stakeholders understand their responsibilities in learning the behavioral expectations, and the reinforcement and corrective procedures.
- Provide staff development on strategies, methods, and tools of implementing the school-discipline plan through a multi-tiered system of support including positive behavior interventions and supports, restorative practices, social emotional learning, and trauma-resilience informed strategies.

Responsibilities of School Staff:

- Develop healthy, positive relationships with students, staff, and families.
- Use a multi-tiered system of support with a focus on prevention.
- Identify, teach, model, and reinforce schoolwide and classroom behavioral expectations and correct misbehavior with an emphasis on teaching.
- Establish structure and a sense of safety and belonging by developing predictable routines, using effective management strategies, co-regulation, community building, and trauma-resilience informed approaches, as well as the active teaching of pro-social and stress reduction behaviors and strategies.
- Utilize office discipline referral data, Tiered Fidelity Inventory (TFI), School Experience Survey data, and other school climate and discipline data to identify professional development needs, organize support systems for staff and students, and to analyze effectiveness of instruction on behavioral expectations.
- Utilize school resources including, but not limited to, IEP, SSPT, and Section 504 Plan to develop behavior plans for students who exhibit behavioral challenges and implement these behavior plans.
- Partner with parent/guardian and engage in parent education and support, as necessary to support appropriate student behavior.

Formal Discipline

Responsibilities of the Principal/Principal's Administrative Designee:

- Ensure that the District's policy and procedures regarding student suspension and expulsion are fully implemented.
- Designate discipline staff and provide training focusing on investigation of student misconduct and school-site procedures of formal student discipline, including student suspension and expulsion.
- Ensure that recommendations for expulsion are made when students violate CA E.C. § 48915(c) except for sexual misconduct that requires Title IX procedures prior to student discipline. For detailed information regarding Title IX procedures, refer to BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment).

- The school principal will ensure that the school follows District policy and procedures regarding formal student discipline and fulfills responsibilities to attend or send an administrative designee who has first-hand information to present an expulsion case as well as appropriate witness(es) to testify during the expulsion hearing.

Responsibilities of Designated Discipline Staff:

- Conduct a thorough investigation, collaborate with other school staff and law enforcement, when necessary, and provide evidence to the school principal/designee for a decision on the formal discipline.
- Notify the parent/guardian/education rights holder (ERH) in a timely manner whenever their child is referred for disciplinary action.
- Enter all suspension information (school suspension, in-school suspension, and class suspension) into MiSiS accurately and record all other means of correction. Refer to BUL-5808 Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS).
- Advise the parent/guardian/ERH regarding the appeal process whenever the parent/guardian/ERH disagrees with the administrator's decision to suspend.
- Prohibit the use of "informal suspension" (e.g., telling a parent to keep a child home without an official suspension notice, or sending a student home without an official Pupil Suspension Notice); refer to BUL-5655 Guidelines for Student Suspension.

Suspension Guidelines:

Refer to BUL-5655 Guidelines for Student Suspension.

- Students are only to be suspended from school when they have committed an act listed under CA E.C. § 48900, CA E.C. § 48900.2, CA E.C. § 48900.3, CA E.C. § 48900.4, CA E.C. § 48900.7, or CA E.C. § 48915.
- Students enrolled in kindergarten and grades 1 to 3 shall not be suspended or expelled due to disruption [CA E.C. § 48900 (k)(1)] sexual harassment (CA E.C. § 48900.2), an act of hate violence (CA E.C. § 48900.3), or threats and intimidation against district personnel or pupils (CA E.C. § 48900.4).
- Students may not be suspended from school for any reasons, for more than five (5) consecutive school days.
- "Informal suspension" is prohibited. (e.g., parent told to keep child at home without an official suspension notice or sending a student home without an official Pupil Suspension Notice).
- Extended suspension due to the parent's failure to attend a conference with school officials is prohibited.
- Suspending in absentia (when a student is suspended without being afforded an opportunity to discuss the misconduct) is a violation of the student's due process rights, unless an emergency situation is determined. (Refer to Section IV. C. of this bulletin)

- Students in general education shall not be suspended for more than 20 school days in any school year (30 days if student transfers to another school). A student who has a Section 504 plan is considered as a general education student and can be suspended for the same number of days as a general education student. With the exception to drug or alcohol related offenses, at 10 days of suspension, there must be an analysis in a Section 504 Manifestation Determination meeting to review and, if appropriate, modify the current Section 504 Plan, including updating or developing appropriate accommodations as warranted.
- Students in special education shall not be suspended for more than **10** school days in any school year. Refer to the LAUSD Special Education Electronic Policy and Procedures Manual (e-PPM).
- Problems with truancy, tardiness, and/or other attendance-related issues cannot be grounds for suspension.
- Once a student has been issued a school or in-school suspension, the suspension can only be overturned by the Region Administrator of Operations through an appeal process. Refer to BUL-5655 Guidelines for Student Suspension.
- Appeal of a class suspension shall be handled by the principal. A parent may appeal a class suspension by a teacher to the school principal. Only the principal can rescind a class suspension.

A teacher may suspend a student from class for any of the acts enumerated in CA E.C. § 48900 except for the student misconduct of willful defiance as described in CA E.C. § 48900 (k)(1).

1. A teacher may suspend a student from class for any of the acts enumerated in E.C. 48900, except for the student misconduct of willful defiance as described in E.C. Section 48900 (k)(1), per District policy.
2. A teacher should report the suspension to the principal and send the student to the principal/designee for appropriate action, which includes appropriate supervision. Refer to BUL-5655 Guidelines for Student Suspension and CA E.C. § 48910.
3. A student shall not be placed in another regular class during the period of suspension.
4. The student shall not return to the class during the period of suspension without the concurrence of the principal and the teacher. If the student is assigned to more than one class per day, the student must attend the classes from which the student was not suspended. Refer to CA E.C. § 48910.
5. A student can be suspended from class for the remainder of that day (elementary) or period (secondary) and for the following day or period when the class meets. Refer to CA E.C. § 48910.
6. School staff may assign a student who was suspended for any of the reasons enumerated in CA E.C. § 48900 and CA E.C. § 48900.2 to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger

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or threat to the campus, students, or staff, or if an action to expel the student has not been initiated. Refer to CA E.C. § 48911.1.

Opportunity Transfer Guidelines:

Refer to BUL-6362 Opportunity Transfer (O.T.) – Policy and Procedures.

- An Opportunity Transfer (O.T.) is a carefully planned school- or District-initiated transfer of a student within LAUSD schools for remedial and/or corrective reasons. It is issued as an alternative means of correction to address student misconduct after prior interventions have failed to bring about proper conduct or when the student's continued enrollment at the current school presents a safety risk to others. The purpose of an O.T. is to minimize factors that interrupt the academic process, and thus to create a school climate that is safe and conducive to learning for all. To minimize disruption to the academic process, an O.T. may not be issued or terminated within the last six weeks of each semester. All student transfers shall be recorded and documented in the District's My Integrated Student Information System (MiSiS).
- An O.T. may not exceed one calendar year unless both the parent/ERH and the school agree.
- An O.T. may be issued only one time during the student's attendance in elementary school, twice during middle school, and twice during high school.
- It is the responsibility of the sending school to ensure that the student has enrolled at the receiving school. If an O.T. is cancelled, Attachment D of BUL-6362 Opportunity Transfer (O.T.) – Policy and Procedures must be submitted to the Region Administrator of Operations (AOO).
- If an O.T. is cancelled, the cancelling school must ensure that the student has re-enrolled back to the original sending school.
- The O.T. process does not apply to a student with a disability who has an IEP.
    - To ensure a change of placement is appropriate, an IEP team must convene and conduct a thorough review of the student's program and services, including a "Manifestation Determination Analysis (MDA)" to ensure that the student's Behavior Intervention Plan (BIP) is appropriately developed or modified.
- With the exception to drug or alcohol related offenses, students with a Section 504 Plan may not be transferred through the O.T. process until a manifestation determination meeting has been held and the team determined that: (1) the conduct in question was not caused by, or had a direct and substantial relationship to, the child's disability; or (2) the conduct was not the direct result of the District's failure to implement the Section 504 Plan. For detailed guidelines, refer to BUL-4692 Section 504 of the Rehabilitation Act of 1973.
- The "Stay Put" clause in federal law (Individuals with Disabilities Education Improvement Act [IDEIA]) prohibits schools from changing the placement of a student

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with an IEP for discipline purposes if a parent disagrees with the IEP (The exception to this prohibition is the authorized 45-day alternative placement when the violation involves weapons, drugs or inflicting serious bodily injury as defined in IDEIA and District policy).

Expulsion Guidelines:

Refer to BUL-6050 Expulsion of Students - Policy and Procedures

- School principals are required to recommend the expulsion of any student who engages in behavior described in CA E.C. § 48915(c).
- A student who is recommended for expulsion is entitled to an educational placement the day following the last day of their suspension (e.g., day six of a five-day suspension).
- For a student with an IEP, a comprehensive Expulsion Analysis IEP meeting must be conducted, which includes an MDA, prior to recommending the student for expulsion.
- With the exception to drug or alcohol related offenses, students with disabilities served under Section 504 must have an MDA conducted and any appropriate updates to their Section 504 plans (as warranted) must be considered, prior to recommending the student for expulsion.
- No student can be expelled by the Board of Education unless direct evidence, in the form of oral testimony, is presented at the District's administrative (Expulsion Review Committee [ERC]) hearing.

Maintenance of CA E.C. § 49069.7 Information:

Refer to BUL-3927 Mandated Reporting of Certain Behavior.

- Pursuant to CA E.C. § 49079 (a), a school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of CA E.C. § 48900 or in CA E.C. § 48900.2, 48900.3, 48900.4, or 48900.7.
- The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or received from a law enforcement agency, regarding a pupil described in this section.
- 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.
- Each teacher informed of CA E.C. § 49079 students shall be advised of the opportunity to review the student's records and shall be admonished regarding the confidentiality of information.
- Any information referring to CA E.C. § 48900 et seq. offenses shall be made available to each student's teacher from the current school year and three previous school years through MiSiS. After this time frame, access to a student's record will not be available to the teacher, consistent with CA E.C. § 49079.

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- In MiSiS, all discipline offenses except for "3.6 - Possessed or used tobacco" trigger a CA E.C. § 49079 "D" Alert on the corresponding student's profile. To view a comprehensive list of students with an CA E.C. § 49079 alert, generate the Student Referral Report. In the report parameters, select "none" for Counseling Referral Reason, and deselect "3.6 - Possessed or used tobacco" from the Discipline Referral Reason. Refer to BUL-5808 Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS), August 29, 2022.
- The MiSiS Attendance Roster List view displays a "D" on the Alerts Column for students with a discipline file, consistent with CA E.C. § 49079. Teachers can click on the student profile and view any discipline by clicking on Support > Referrals, which will display discipline from the current school year and three previous years.

Guidelines When a Student Described in CA E.C. §49079 Is Transferred to Another LAUSD School:

When a student transfers between LAUSD schools, the receiving principal/designee will have access to the MiSiS discipline referral offenses noted in CA E.C. § 49079. Refer to BUL-3927 Mandated Reporting of Certain Behavior, November 21, 2022.

Responsibilities of Juvenile Courts:

- Welfare and Institutions Code (W.I.C.) Section 827 (b)(2) mandates that the Juvenile Courts submit to the superintendent of the district of attendance written notice whenever a minor who is enrolled in any of grades K through 12 has been found by the court to have committed any of certain specified offenses.
- The information furnished by the Juvenile Court shall be expeditiously transmitted to the principal at the school of attendance. The principal must expeditiously disseminate the information to those counselors directly supervising or reporting on the behavior or progress of the student. In addition, the principal shall disseminate the information to any teacher or administrator directly supervising or reporting on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate fashion to avoid being needlessly vulnerable or to protect others from needless vulnerability.
- If a notice from the juvenile court is received by a school, the school should contact Student Health and Human Services, Student Support Programs, for assistance.
- Any information received by a teacher, counselor, or administrator shall be confidential and used only for the limited purpose noted above, and may not be further disseminated.

2.8.2.5 Facilities-Related

Key Control

2. Plan Development

Responsibilities of the Administrator:

- Maintain in writing current records of the distribution of all keys.
- Maintain a key safe or school vault in which keys that have not been issued are to be stored every night. Ensure that when not in the possession of authorized school staff, all keys, including custodial keys, are to be kept in a locked key safe or vault.
- Arrange to have all exterior doors of buildings opened and closed, as necessary.

Key Distribution:

- Master Keys: It is important to keep the number of master and specialized keys to a minimum to maintain site security. Master keys ("A" and "K") shall be issued only to the plant manager and administrative staff. In addition, a maximum of five master keys may be requested for use by disaster emergency teams. These shall be maintained on a single ring at the site (in the key safe or vault) for emergency use only and are not to be used for other purposes.
- Sub-master Keys: Sub-master keys are to be issued only to school personnel who absolutely need them in the daily course of their responsibilities. They shall be returned to the key safe or vault nightly.
- Classroom Teacher Keys: Classroom teachers are to be issued only the keys to their classroom, storeroom, and cabinets and will be responsible for said keys. At no time shall a classroom teacher be issued a master key.
- Substitute Teacher Keys: Keys issued to substitute teachers and other District employees (maintenance, etc.) shall be returned daily.
- Alarm Keys: Three alarm keys will be issued to the site administrator who will be responsible for these keys. The administrator will designate the keys accordingly. No site will be issued more than three intrusion alarm keys without approval of the School Police Chief.

Key Control Guidelines:

- Staff members shall be notified that unauthorized possession by any person, including employees, of any site key is a misdemeanor (CA PEN § 469).
- Keys are never to be kept in classroom cupboards, filing cabinets, in or on teachers' desks, offices, or in staff mailboxes.
- Keys are never to be in the possession of students without the expressed written permission of the site key administrator. Keys are not to be loaned to students to open doors or gates.
- Staff is to be advised that prior to leaving any room, office, or work location, it is the employees' responsibility to double check that all doors and windows are closed shut and locked.

- Authorized personnel needing keys for the weekend or holiday activities will be issued keys which limit access to the room or area necessary for the weekend assignment. Prior written approval by the site key administrator must be obtained.
- At sites equipped with intrusion alarm systems, the School Police must be notified the week before the weekend or holiday that authorized personnel are scheduled to enter the site.
- All keys shall be checked and left with the site key administrator at the end of the school year or in the event of an assignment change.

Loss or Theft of Keys

The loss or theft of keys shall be reported to the Region Office and School Police (at 213-625-6631). In addition, the Maintenance and Operations Central Shops Lock Department shall be notified by creating an emergency service call. The Lock Department will immediately rekey sensitive areas (such as the library, computer lab, cum room, etc.) only.

Plant Inspections

Responsibilities of the Designee for Inspecting the Campus Regularly:

Inspect the campus regularly for the following conditions and heed the following:

- All nonstructural hazards in classrooms and other sites where students are served will be eliminated.
- All damage to fences will be reported and corrected as soon as possible.
- All graffiti must be removed as soon as possible (take photographs if necessary).
- All litter must be removed as soon as possible.
- Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
- All nonfunctioning lighting fixtures must be reported and corrected as soon as possible.
- Ensure that the following signs are posted, visible, and legible: Visitors' policy, a drug, tobacco, weapon and violence-free school, and nondiscrimination and sexual harassment prevention policies.
- The designated person shall be responsible for contacting the appropriate Maintenance and Operation department or District Unit responsible for correcting or repairing any hazardous or unsafe element on the school campus.

Restroom Cleanliness

Responsibilities of the Administrator:

- Site plans for each secondary school are to specify where student restrooms are located and when they will be open each day, and that they are adequate to serve student needs.

- Provide adequate supervision of restroom areas throughout the school day.
- Announce and encourage all students, including student leadership, to prevent vandalism and keep restroom areas clean.
- Involve parents in setting behavior standards to maintain clean, functioning restrooms on campus.
- Post notices to stakeholders, “Important Information About Your Complaint Rights Williams Legislation” in each classroom visible to stakeholders.
- Maintain Williams’ complaint forms in the school or district office.

Responsibilities of the Plant Manager:

- Randomly monitor restrooms daily, conduct daily observation Emergency routes and paths of travel used to and from of any fixtures needing repair, and place a “trouble call” to report needed repairs.
- At secondary schools, supervise and monitor restroom attendant personnel.
- Before students arrive at school each day, inspect student restrooms to ensure that overnight crews have cleaned and stocked each restroom with paper and soap supplies.
- Assign restroom attendant or custodial staff so that, at a minimum of twice during each day, restrooms are spot-cleaned, cleared of trash, restocked with soap and paper supplies, and have floors that are dry and hazard-free.
- Schedule with the appropriate Maintenance and Operations department the “deep cleaning” of all restrooms three times per year.
- Complete and maintain daily restroom service logs at a disclosed site on the school campus.

Inventory/Marking of School Equipment/Property/Record Retention

Responsibilities of the Administrator:

- Responsibility for all school property rests with the principal.
- Teachers and other employees are held responsible for the care of all school property in their control.
- The principal ensures that District equipment are not loaned to any District employee, group, or other persons for personal use.
- Property is to be inventoried, marked as required and records must be maintained in accordance with the District’s record retention policy.

For more detailed instructions regarding equipment inventory, please refer to the following bulletins and reference guide:

- BUL-953 Control of Site Equipment, CA E.C. § 35168. This bulletin and education code requires school districts to maintain inventory records of equipment whose current market value exceeds $500. These records must contain a description of the equipment,

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manufacturer's name, identification numbers, original cost, date of acquisition, the location of use, and the date and method of disposal, if applicable.

- BUL-3508 Inventory Requirements for Equipment Purchased with Categorical Program Funds. This policy bulletin outlines federal and state guidelines for requiring an inventory for equipment purchased with categorical funds at school sites and offices, including equipment previously purchased through the Imprest fund or with the Procurement Card (P-Card). P-Card and Imprest purchases are not allowable with Title I funds. The equipment must be maintained and readily available for examination. Equipment inventories are subject to review at any time by federal and state auditors for equipment costing a total of $500 or more.)
- BUL-1158 Accounting for Supplies and Equipment Purchases. The California School Accounting Manual states that expenditures are required to be classified by "objects" to provide consistency in financial reporting among school districts. Additionally, the District is required to adhere to Government Accounting Standards Board Statement No. 34 to separately account for all fixed assets (land, buildings, equipment, etc.) and report depreciation on those assets accordingly.
- REF-71300 Record Retention for School Sites. This reference guide provides details for managing records at school sites and retention schedule listing records typically found at school sites.

2.8.2.6 School Arrival/Departure Plans

Traffic Patterns and Drop-off/Pick-up Points

Responsibilities of the Administrator:

- Work with OEHS or School Police to develop an appropriate drop-off and pick-up plan.
- Ensure through daily monitoring by designated staff that loading and unloading areas are "curbside" and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- Confer with School Police as necessary to establish traffic patterns, and drop-off and pick-up points that ensure student safety and minimize traffic congestion.

Safe Passage To and From School

Responsibilities of the Administrator:

- Collaborate with the Office of Environmental Health and Safety (OEHS) to assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc. OEHS may be reached at (213) 241-3199.
- Work with the Safe School Collaborative on safe passage and attend local law enforcement agencies Safety Collaborative meetings. For more information, please contact Division of School Operations at (213) 241-7921.

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- At elementary schools, encourage parents to walk their children to school.
- Visit the OEHS Safe School Traffic Program webpage for current documents and resources. The Principal should ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Inform students, staff, and parents of designated student drop-off and pickup points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year.
- Report continuing traffic noncompliance problems to School Police at (213) 625-6631 or local enforcement agency.
- Ensure bus loading areas are designated and that loading and unloading of passengers takes place only within these areas.

2.8.3 Attendance/Engagement and Dropout Prevention

Responsible Administrator: HUERTA, RAQUEL

LAUSD Strategic Plan: Pillar 2D: Outstanding Attendance

Ensure outstanding attendance to support in-class learning

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures,
- Ensure appropriate attendance, enrollment and withdrawal procedures are in place. Review the following resources:
    - MyPLN Training: Pupil Services and Attendance Essential Tips to Support Policy and Compliance, Best Practices to Eliminate Audit Findings
    - Presentation: Essential Tips to Support Policy and Compliance, Best Practices to Eliminate Audit Findings.
- Track, monitor and regularly share attendance/engagement data with stakeholders.
- For a comprehensive list of activities, resources, and materials of the iAttend attendance initiative, visit the Pupil Services website and School Enrollment and Attendance Schoology group (Access Code: D4GT-DTTH-59Z3V).

Truancy/Tardiness Abatement

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures.
- Ensure that students and parents are informed of the school attendance and tardy policy, as well as all applicable laws relating to compulsory attendance.
- Ensure that the attendance team and school staff including the Pupil Services and Attendance Counselor are coordinating efforts on attendance expectations and outreach.

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Responsibilities of the Teacher:

- Conduct outreach to build relationships with students and caregivers throughout the year, as appropriate, to support engagement and establish rapport/connections.
- Ensure that personal phone calls to home are made (by teacher and/or other designated staff) when students are absent.
- Ensure that attendance is submitted within the first 15 minutes of each class or period (or as required in alignment with current distance learning attendance taking guidelines, if applicable).
- Ensure that all absence reason codes, and times (if applicable) are entered.

CA E.C. § 48200 Compulsory Attendance Law:

Each person between the ages of 6 and 18 years, not exempted, shall attend the public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full time day school or continuation school or classes for the full-time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

Intervention for At-Promise Students

Responsibilities of the Administrator:

- Ensure that At-Promise Students are immediately enrolled, even if they are missing academic and medical records, immunization records, proof of residency, a school uniform, or if they owe fees or materials to their prior school.
- Ensure that the Pupil Services and Attendance (PSA) Counselor or a designated staff member is assigned to coordinate school attendance, dropout prevention, and recovery efforts.
- Ensure that an Attendance Team/Multidisciplinary is in place to provide outreach and support for students that have disengaged.
- Ensure that school staff support attendance and dropout prevention efforts.
- Ensure coordination of services and supports with the A-G Diploma Program Counselor, Specialized Student Services Counselor, and Pupil Services Attendance Counselor (high school only) and other designated staff.
- Ensure that all school staff have read and follow:
    - BUL-4926 Enrollment, Attendance, and Withdrawal Policies and Procedures
    - BUL-6718 Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System
    - BUL-6231 Discipline Foundation Policy

    - BUL-6730 A Multi-Tiered System of Support Framework for the Student Support and Progress Team
    - REF-43782 Implementing a Multi-Tiered System of Supports Framework
    - Pupil Services and Attendance SharePoint - Due Diligence Efforts- Steps to Follow Prior to Withdrawing Students Quick Guide.pdf - AllDoc
- Ensure that schools implement a tiered system of support to address student attendance.
- Ensure that school staff are trained and have access to LAUSD student information systems such as MyData, MiSiS, Focus, and Elevate, as well as classroom referrals to help identify and monitor/track at-promise students.
- Ensure that transition programs are in place to support incoming students and matriculating students as they adjust to their new classroom and school environments.
- Ensure that the school climate welcomes and invites parent involvement through a parent center, parent conferences, parent meetings, personalized phone calls to parents, and that selected staff makes home visits when necessary to engage parents in their student's educational needs.
- Ensure that there is a multidisciplinary team that looks at student and school data on attendance, withdrawal, and dropout information to make decisions at the school regarding student intervention programs and policies.
- Ensure the multidisciplinary team consists of appropriate non-classroom personnel, such as, Pupil Services and Attendance Counselor, Psychiatric Social Worker, deans, and APSCS and other designated staff.

Responsibilities of the Multidisciplinary Team:

- Meet regularly to review attendance/engagement data and coordinate services and supports.
- Meet regularly to ensure the implementation and monitoring of a multi-tiered system of support for student attendance.
- Assess student, student subgroup and schoolwide data, establish a uniform referral process, and provide consistent follow-up on referrals.

Responsibilities of Staff:

- Staff is trained and aware of District mandates and procedures with respect to school attendance, withdrawals, dropout prevention, and recovery.
- School staff identifies and monitors students who are not making progress and coordinates with instructional staff to make needed adjustments to support student academic progress.
- Collaborate in the delivery of services to students.
- Be aware of and utilize resources both within the school and in the community.
- School staff systematically monitors, updates, and reviews student records.

- System for personalized interventions for students at risk of dropping out of school or who have recently left school.

Responsibilities of the Administrator:

- Create a school culture that reflects mutual support, caring, and safety for everyone.
- Ensure that selected school staff are trained on all District and non-District educational alternative placement options and that there is a process in place for referring at-promise students for educational supports and, when appropriate, to educational alternative placements, such as, but not limited to, community college classes, continuation schools, AC^{2}T, or Division of Adult and Career Education.
- Ensure that school staff are trained to work with at-promise students and utilize available resources to assist those students, such as, training on how to complete accurate enrollments and checkouts in MiSiS, how to identify at-promise students based on multiple risk factors (using reports such as those in MyData), how to create a welcoming, safe, and supportive school culture for all students, and how to link students/families up to necessary resources (academic, food, clothing, tutoring, etc.) to help students achieve their high school diplomas.
- Ensure that their school has a variety of academic programs in place to meet the individual needs of students at-risk for school failure or dropout, concurrent enrollment in ROP classes, online courses, summer school, tutoring, other credit recovery options and community resources.
- Ensure that student records are accurate. This includes ensuring that school clerical staff are trained on how to accurately enter student data into MiSiS upon enrollment and withdrawal (i.e., correct leave/enrollment codes are being used, upon every withdrawal, and student records are sent to the next school of enrollment in a timely manner).
- Students who are transferring between LAUSD schools should be auto withdrawn in MiSiS by the receiving school; when the transfer is out of LAUSD, a school may only withdraw upon receipt of records request from the receiving school. School personnel should document as much information as possible, including a destination, school, address, phone number and contact information. The school should also attempt to collect the “Parent Assurance Letter”.
- Schools may withdraw students upon receipt of a records request from another school or program outside of LAUSD. Schools should document all records requests in MiSiS: MiSiS Enrollment Job Aids. (Select “Entering Student Record Request” under “Withdrawal/No Show.”)
- The school has partnerships and collaborates with community agencies that can provide resources and options to students who are at risk of school failure and dropping out of school.

Responsibilities of School Staff:

- Work with parents/guardians and students to systematically monitor and follow-up with students regarding the supports/interventions and referrals provided to ensure access and effectiveness.
- School staff reviews student-level data to identify which students require supplemental educational services (i.e., tutoring, online courses, etc.,) and link those students and parents to the educational resources they need.
- All staff work collaboratively to identify students in need of prevention/intervention.

System to Recover, Enroll, or Provide Alternative Education Referrals

Responsibilities of the Administrator:

- Assign a multidisciplinary team of school staff to work collaboratively on clearing/locating and recovering students listed as lost transfers and whereabouts unknown (L8's).
- Ensure that staff is trained and follow all bulletins, memos, and reference guides regarding LAUSD policy for non-grads and 5th year seniors, and provisions for students continuing beyond their fourth year of high school (e.g., students who are homeless, in foster care, English Learners, students with IEPs).
- Ensure that school staff knows how to re-enroll or provide educational alternative options to students who may have left school for a period of time but have chosen to return to school and work towards their high school diploma.
- Students matriculating and/or transferring within LAUSD shall provide updates through the required annually disseminated forms. Schools shall not require matriculating students to complete a new Student Enrollment Form or to provide additional documentation for address verification (with specific exceptions related to charter schools).
- Require appropriate staff to run/review monthly reports on all withdrawals each month and ensure that designated staff follows up to find out if students are currently enrolled.
- Communicate to staff the importance of accurate record-keeping and tracking.
- Ensure that all due diligence efforts have been made prior to withdrawing students; for students whose whereabouts are known and are not attending, schools are to contact the Region PSA Administrator for Resource Panel/SARB referral.

Responsibility of Staff:

- Staff clearly defines their role in recovering dropout students to avoid duplication of services.
- School support staff and clerical staff stay up to date on all new District bulletins, reference guides, and memoranda relating to the input of student information into MiSiS.
- Staff provides parents/guardians and students with information about their educational rights and options available to help them be successful in school.

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2.8.4 Parent and Community Engagement

Parents are encouraged to provide a healthy diet, promote physical activity, and ensure overall good health and wellness for their child. Parents are also encouraged to participate in the planning for their child's academic progress and success. School-based and District staff are available for families, including Family and Student Navigators, Psychologists, and Social Workers to support their child's academic achievement physical and mental health care, and basic needs. To learn about services available, parents are encouraged to visit the Los Angeles Unified Healthy Start webpage at https://www.lausd.org/healthystart where they may access school-integrated services that help meet the physical and mental needs of students.

Student Health and Human Services Division (SHHS) personnel may arrange for various services that support student achievement and success, as well as parent and family resources and information. You may contact SHHS Division and request assistance by calling their Student and Family Wellness Hotline at (213) 241-3840. Personnel on this hotline may offer referrals in the areas of mental health, immunizations, health insurance, food and housing, enrollment and much more. When children have access to social and emotional services, they build a healthy foundation as they grow and develop into mentally and physically healthy citizens and adults.

Engaging families in topics aligned to safety, wellness, and other topics of focus for the District is foundational to accelerating student outcomes and overall family wellness. A bundle of modules with content for school leadership to engage families in training and learning about safety topics, including Substance Use and Fentanyl Awareness, are available for download by visiting lausd.org/sface and in the Principal's Portal. A LAUSD Single Sign On is required to access family engagement content.

The Office of Student, Family and Community Engagement also assists families by linking them to resources, workshops, and courses in the areas of the councils and committees, school volunteers, Parent Portal, understanding data and school budgeting, for example. Families may visit https://www.lausd.org/pcss#calendar28405/20240523/month or email families@lausd.net for more information.

Families and personnel are encouraged to learn more about the following family engagement programs:

- **Parent Portal:** The Parent Portal includes valuable student information, including attendance trends, bus transportation route information and bus transportation requests for all families, academic support services, and individual plans such as the Individual Graduation Plan, Individual Education Plan, and English Learner Progress. Visit lausdapp.lausd.net to access these resources and call your school site or the Los Angeles Family Hotline for assistance.
- **School Volunteer Program:** State and federal guidelines provide our families with the opportunity to volunteer at their child's school site. Volunteer applications are to be processed by each school site under a period of 30 days, and volunteers are to be

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provided with training using the District's volunteer orientation module. The module communicates volunteer expectations and District policies. Prospective school volunteers may learn about volunteering by visiting https://www.lausd.org/volunteer. There are three Tiers with unique requirements informed by the types of volunteer duties. Parents may contact their school site for further guidance.

- **Family Academy and Region Ambassadors**: The Los Angeles Unified initiated a Family Academy to offer families with workshops as well as course experiences linking families to educational pathways offered by the Division of Adult and Career Education (DACE). DACE offers cohort-centered courses known as Family Equity Course Pathways. The curriculum is organized as a 7-class course where families engage with culturally relevant curriculum. Choose from one of four pathways: multilingual learners, Black and African American learners, youngest learners, and learners with exceptional needs. Families may register by visiting https://www.lausd.org/familyacademy. The Family Academy also offers families webinar and in-person workshops, as well as a series of Region Ambassadors. The Region Ambassador pathways feature learning about Students with Special Needs, English Learners (Emerging Bilinguals) and the Local Control and Accountability Plan (LCAP). The schedule of learning is available at lausd.org/ambassadors.

3. Incident Command System

3.1 Incident Command

The Incident Command System (ICS) is used by first responders, government agencies, private sector business and non-profit groups to manage emergencies, crises, and disasters nationwide, as well as planned events. LAUSD also uses ICS, which is a system that groups people by functions according to aptitude and skills, instead of rank/title. Every position reports to someone (see the School ICS Organization Chart in this section), which greatly facilitates the flow of information and resources among the multiple teams participating in response to an emergency. ICS consists of the following five functions:

- Command (Management in the LAUSD EOC)
- Operations
- Planning & Intelligence
- Logistics
- Finance & Administration

The organization depicted on the School ICS Organization Chart can be expanded or abridged to meet the scope of the emergency/planned event. Not every emergency/planned event will require (activate) all of the teams or positions listed on the chart.

ICS can be adapted for schools with limited personnel. If no one is assigned to an ICS position, it is understood that the person who manages that position is performing, the responsibilities of the unfilled position. For example, in some emergencies/planned events, the Incident Commander may not assign a person to oversee finance. In that case, the Incident Commander is still responsible for all applicable Finance and Administration responsibilities, such as financial documentation for potential recovery. Note that to optimally fulfill some of the emergency team duties, members should have training, preparation opportunities, and practice through drills.

Region Operations Centers (ROC): During some emergencies, crises or planned events, the ROC may be activated to provide immediate support to the schools. In such cases, the school is expected to maintain open and ongoing communications with the ROC, typically through their Operations Coordinator. Refer to the LAUSD Region Operations Center (ROC) Guide for more information.

Emergency Operations Center (EOC): When the emergency or crisis or planned event impacts a great geographical portion of the District and/or has numerous significant operational impacts beyond a school's or ROC's ability to manage, the L.A. Unified (EOC) may be activated. The EOC is responsible for coordinating resources and maintaining situational awareness Districtwide. For more information regarding the EOC, access the LAUSD EOP Handbook for Emergency Operations Center Responders. The school's Incident Commander will keep the EOC updated, in most cases through their Region and/or through the School Emergency Status Report (SESR).

3. Incident Command System

Schools will be notified if the SESR is activated and if schools are expected to update their status through the SESR. More information regarding SESR can be found at: https://sesr.lausd.net.

It is recommended that team members and other District employees take Community Emergency Response Team (CERT) training. This hands-on disaster training is offered by local fire departments. LAUSD personnel can learn more about ICS by taking online video training courses STEPS 400, 420 and 421, available through MyPLN. Additional online emergency management classes appropriate for District employees are offered by the Federal Emergency Management Agency (FEMA) and are linked at https://www.lausd.org/fema.

Incident Command SEQUEIRA, WANDA; MEZA, NOVA

During an emergency, the Incident Commander (IC) is responsible for setting the response objectives and directing activities from a designated Command Post. All functions report to the IC. To effectively direct response actions, the IC must constantly assess the situation and develop and implement appropriate strategies. The IC must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. At a school, these functions are typically directed by the principal or designee as the Incident Commander. The principal is assisted in carrying out this role by a Public Information Officer and Safety Coordinator, as needed. The IC should use “management by objectives” by setting specific goals and objectives for the total response. The objectives should be SMART, which is an acronym for Specific, Measurable, Achievable, Relevant and Timely.

Planning/Intelligence Section CHAVEZ, MANUEL; PRADO, ARTURO

During an emergency, the ICS Planning and Intelligence section uses various methods and resources to efficiently gather information, analyze and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under ICS, this function is supported by a Documentation/Communication position, who reports directly to the Incident Commander (principal) if a Planning/Intelligence Lead is not assigned. The ICS Planning and Intelligence Section also predicts future needs, observes trends, and constantly answers the following questions regarding the emergency:

- How big is this problem?
- Who is affected?
- What are we going to need in the next hour, day, or week?

Planning and Intelligence people are forward thinkers. They like to seek out facts and trends and make informed predictions.

Operations Section PRADO, ARTURO; ESCARZAGA, JAIME

3. Incident Command System

Under ICS, all tactics for the emergency response are implemented under the Operations function. Many school site emergencies are complex enough for the Incident Commander to assign an Operations Section Lead. This function is supported by staff reporting to the Operations Lead who have responsibilities such as rendering medical assistance, crisis intervention, search and rescue, site security, damage assessment, evacuations, access and functional needs support, and the release of students to parents. Within LAUSD, these activities are performed by the following teams:

- Triage Team
- School Site Crisis Team
- Search and Rescue Teams
- Access and Functional Needs Position
- Security/Utilities Team
- Fire Suppression/HazMat Team
- Assembly Area Team
- Request Gate Team
- Reunion Gate Team

Operations people are “Problem Solvers” who can work in a non-structured environment. These are the “Doers.”

Logistics Section ESCARZAGA, JAIME; ALMANZA, JESSICA

The Logistics section manages resources and provides all incident support needs such as facilities, transportation, communications, and supplies/equipment. Logistics supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; and providing supplies, resources, equipment, and services, including food service and adjusting meal schedules and menus, as needed. Within LAUSD, these activities are performed by Supply/Equipment Team, Hygiene Team, and Transportation Support Team if activated and they report to the Logistics Section Lead. When the Operations Section needs something, they get it from the Logistics Section. Logistics works closely with the Planning and Intelligence Section to develop resources for future needs. These people are the “Getters.” A natural choice may be your plant manager or other building and grounds employees.

Finance/Administration AVENDANO, EDITH; RODRIGUEZ TREJO, SOCORRO

The Finance/Administration function of ICS involves the purchasing of all necessary materials, tracking financial records, timekeeping for school site and responding District staff, and recovering school records after an emergency. These people are known as the “Payers.” They keep track of personnel time and costs, which are sometimes divided into two positions reporting to a Finance Section Lead. A natural person for this function would be your payroll clerk, who knows everyone who works on campus. Another choice may be your financial manager or other office staff member.

3.2 Command Team

The Command Team is responsible for directing school emergency response activities. The

Command Team is led by the principal or designee, who is the Incident Commander. The Command Team includes the school's Public Information Officer, the Safety Coordinator, and the Team Leads for each of the other four functions (Operations, Planning & Intelligence, Logistics, and Finance & Administration). The Incident Commander sets goals and objectives for the activities of all other teams.

Team Assembly Location

Inside: MPR

Outside: BASKETBALL COURTS

3.2.1 Incident Commander SEQUEIRA, WANDA; MEZA, NOVA

The Incident Commander (IC), principal or designee, is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. The only role of this person is to make decisions. Specific duties of the Incident Commander may include:

- Setting goals and objectives for the response team as a whole
- Assessing the situation periodically
- Directing the Command Team
- Determining the need for, and requesting, outside assistance
- Communicating with the Region Administrator of Operations and central office staff
- Working with the Region regarding any messaging about the incident to internal and external stakeholders

3.2.2 Public Information Officer SEQUEIRA, WANDA; MEZA, NOVA

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the PIO may include:

- Receiving updates and official statements periodically from the Incident Commander
- Posting approved messages to parents via Blackboard Connect
- Maintaining a log of PIO actions and all communications
- Updating/consulting with the Region PIO or central Communications office
- Interacting periodically with the media (with prior review/approval from the Region/District Communications Office)
- Preparing statements for dissemination to the public
- Ensuring announcements and other public information are translated into other languages as needed
- Monitoring news broadcasts about the incident and correcting any misinformation
- Monitoring social media for rumor control and misinformation (may be supported by documentation position)

3.2.3 Safety Coordinator CHAVEZ, MANUEL; PRADO, ARTURO

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3. Incident Command System

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible. Specific duties of the Safety Coordinator may include:

- Stopping any and all unsafe activities
- Checking periodically with the Incident Commander for situation briefings and updates
- Maintaining all records and documentation as assigned by the Incident Commander
- Monitoring drills, exercises, and emergency response activities for safety
- Identifying safety hazards
- Ensuring that team members use appropriate safety equipment

Supplies and Equipment for Command Team

- School Emergency Response Boxes (REF-5450 School Emergency Response Boxes)
- Copy of the Integrated Safe School Plan and contact information
- Campus maps
- Staff cell phone lists
- Staff email lists
- Master keys (Note: Keys must be kept in a very secure location or with specific authorized individuals.)
- Copies of staff and student rosters
- Hand-held two-way radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid kit for Command Team
- Clipboard, paper, pens
- Hard hat for each team member
- Vest or other position identifier
- Large campus map

3.3 Triage Team

The members of the Triage Team are responsible for:

- Performing triage/disaster aid in the event of large-scale emergency impacting the school community
- Assessing injuries and administering necessary medical assistance as indicated
- Ensuring that first aid supplies are available
- Ensuring that designated school site staff are trained in the administration of medical measures, as appropriate
- Setting up triage area and temporary morgue
- Keeping accurate records of care given and triage tagging each of the injured with name, address, injury, and any treatment rendered
- Reporting critical injuries or deaths immediately to Triage Team Lead
- Recording information on transport to hospital by first responders

Assignments

Triage Team Lead: MIRANDA, JESSICA

Backup Team Lead: LLAMAS-MENESES, MELINA

3. Incident Command System

Triage Team Member: DEHUMA TRIANA, PATRICIA

Triage Team Member:

School Nurse: SY, MERCY

Team Assembly Location

Inside: Conference Room

Outside: Handball Courts

Triage Team Lead

The Triage Team Lead is responsible for oversight and communication related to triage and disaster first aid training, preparation, and planning. The leader will also direct team activities and, in the event of a large-scale emergency impacting the school community, periodically interact with the Operations Section Lead to determine medical needs and planned actions.

Specific duties of the Triage Team Lead may include:

1) Ensuring triage areas are set up
2) Supporting team members to ensure adequate triaging of the injured
3) Ensuring all medical supplies are available for the team
4) Ensuring Triage Team performs secondary assessments and appropriate disaster medical care after triage is complete
5) Periodically keeping Operations Section Lead informed of overall status
6) Ensuring designated school site staff are trained in triage and disaster first aid techniques and priorities

Triage Team Members (Triage, Disaster Medical Assistance)

The members of the Triage Team are responsible for:

- Designating and setting up triage areas, including access for emergency vehicles
- Assessing injuries/performing triage and administering necessary disaster medical aid during a large-scale emergency impacting the school community
- Ensuring that disaster first aid supplies are available
- Setting up triage stations and the temporary morgue, ensuring that all medical supplies/equipment are accessible, including taking these items out during evacuations
- Keeping accurate records of care given and triage tagging each of the injured with name, address, injury, and any treatment rendered
- Reporting critical injuries or deaths immediately to Triage Team Lead
- Recording ambulance transport to hospital information
- Completing the Injury Report

3. Incident Command System

In a large-scale disaster/emergency, it may be a while before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics (up to age 22) as listed in the Step 4, under Additional Contacts of the online ISSP. It is best to have a staff member accompany each transported student; during an incident with many injuries, that may not be possible. Always note the name and transport destination for each person when they are transported.

Supplies and Equipment for the Triage Team

Note: Staff/team members cannot re-enter buildings to retrieve supplies/equipment that are not stored in the emergency bin. Ensure that equipment is evacuated.

- Vest or position identifier
- First aid supplies
- Non-latex disposable exam gloves
- Triage tags
- Hand-held two-way radios
- Stretchers
- Blankets
- Wheelchairs
- Ground covers, tarps
- Patient record forms
- Site map
- Injury Report
- Automated External Defibrillators (AED)
- Epi-Pen
- Biohazard bag
- Sharps container
- Student medication

Related Training and Resources

- It is recommended that all Triage Team members have first aid, cardiopulmonary resuscitation (CPR)/AED, and EpiPen training. (More details on AED and EpiPen policy are available in BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs) and BUL-114500 Administration of Epinephrine Auto-Injectors.
- Online training course STEPS 213, offered through MyPLN.
- Training information regarding CPR/AED and EpiPen is also available from the school nurse. Some CPR/AED information can also be found at lausd.org/CPR/AED; First Aid (and CPR) information is also available.
- The District is creating a Stop the Bleed training program. Details and updates are available here.

3.4 School Site Crisis Team

The School Site Crisis Team, is responsible for addressing the mental health needs and social-emotional well-being of all students on campus during an emergency by providing Psychological First Aid (PFA) as needed, in the immediate aftermath of a critical incident or emergency, pursuant to the District's BUL-5800 Crisis Preparedness, Response and Recovery policy. PFA is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, or act of terrorism. PFA is designed to

reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

Assignments

Crisis Team Lead: CRUZ, APRIL

Backup Team Lead: GUERRERO, GUSTAVO

Psychological First Aid Team Member (Primary): GOMEZ VASQUEZ, YAJAIRA

Psychological First Aid Team Member (Backup): GUERRERO, GUSTAVO

Team Assembly Location

Inside: TRIAGE

Outside: CONFERENCE ROOM

Crisis Team Lead

The Team Lead is responsible for directing crisis responders and periodically interacting with the Operations Section Lead to identify concerns and report status. The Crisis Team Lead is also responsible for assigning personnel as needed, such as the Psychological First Aid Team Members, and ensuring appropriate training is provided. Supplemental online training courses STEPS 212 and 409 are offered through MyPLN.

Psychological First Aid Team Members

The members of the Psychological First Aid Team, with the guidance of the Crisis Team Lead, are responsible for monitoring the social-emotional safety and well-being of the students and staff in designated areas, such as the Assembly Area and Triage Area. Specific duties of the members of the Psychological First Aid members may include:

- Assessing needs and providing Psychological First Aid
- Providing reassurance and support to students
- Updating the number of students and staff in need of support
- Documenting students or staff who may need additional support in the days to weeks following the incident
- Coordinating with Logistics to provide water and food to students and staff when necessary
- Supporting other teams, as needed

Supplies and Equipment for the Psychological First Aid Team Members

- Vest or position identifier
- Hand-held two-way radio
- Ground cover and tarps
- First aid kit
- Paper, pens/pencils

3. Incident Command System

3.5 Search and Rescue Team

The Search and Rescue (SAR) Team is responsible for preparing and performing search and rescue operations during an emergency when the fire department is delayed due to the nature of the disaster. There may be two or more SAR teams at a school, depending on the size and layout of the site. Each team must have four members, as they work in pairs for safety reasons. Supplemental online training course STEPS 214 is offered through MyPLN.

Assignments

Search and Rescue (SAR) Teams Coordinator: CHAVEZ, MANUEL

Backup SAR Teams Coordinator: GURUBEL, JAZMIN

SAR Team 1 Members: HOUGH, MARCUS; LAWLER, MARCELLA; ACOSTA, RICARDO; GOMEZ, MARGA

SAR Team 2 Members: HOUGH, MARCUS; FLORES, ANGELICA; FRANCO, ISIDORO; DRUGGE, BRETT

SAR Team 3 Members: ; ; ;

SAR Team 4 Members: ; ; ;

Team Assembly Location

Inside: CONFERENCE ROOM

Outside: EMERGENCY BIN

Search and Rescue Teams Coordinator

The Search and Rescue Teams Coordinator assigns each SAR team their specific areas and duties, records findings on maps and in logs, keeps the Operations Section Lead informed of overall status, and coordinates appropriate training. Specific duties of the Search and Rescue Teams Coordinator may include:

- Ensuring that each responding SAR team has four members and that those four members work in pairs for safety reasons)
- Obtaining briefings from the Operations Section Lead, and the Assembly Area Team, noting missing students, identified damage and site hazards, and any other situations requiring SAR response
- Assigning and recording SAR teams based on available team members, maintaining four persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

Search and Rescue Team Leads

Each Search and Rescue Team Lead is responsible for directing the activities of their assigned SAR team and apprises the SAR Teams Coordinator of the team's status and their findings throughout the search and rescue process. Specific duties of the Search and Rescue Team Leads may include:

- Obtaining briefings from the SAR Coordinator
- Directing search and rescue operations for their assigned team
- Reporting findings to the SAR Teams Coordinator during search and rescue operations.

Search and Rescue Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the SAR Team may include:

- Searching assigned area
- Reporting gas leaks, fires, or structural damage to SAR Team Lead upon discovery
- Rescuing trapped survivors on campus, if it is safe to do so
- Evacuating survivors who need assistance
- Working with the Security/Utilities Team and Fire Suppression/Hazmat Team to shut off gas or extinguish fires as necessary
- Reporting periodically to the Team Lead the location, number, and status/condition of injured or missing survivors
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms and outdoor areas which may have survivors
- Sealing off and posting areas where hazardous conditions exist
- Contacting Security/Utilities Team to secure the building from reentry after the search

Supplies and Equipment for Search and Rescue Teams

- Vest or position identifier
- Hard hat
- Work and non-latex gloves
- Eye protection
- Dust mask
- Whistle with master keys on neck lanyard
- Hand-held two-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguisher
- Water bib key
- Blankets
- Bolt cutters (for cutting security screens from around windows)
- Shovel
- Rope
- Triage tags
- Bucket or duffel bag
- Flashlight
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape

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- First aid backpack/fanny pack (one team member wears it)
- Evacuation Chair (applies to multiple story schools and not to be stored in emergency bin)

Many of these materials are found in the search and rescue kit, which can be purchased through the LAUSD Warehouse.

3.6 Access and Functional Needs Position

Access and Functional Needs (AFN) position is responsible for ensuring that the needs of students and others on campus who have disabilities or other access or functional needs are considered throughout the ongoing development and execution of this plan. This includes ensuring existing procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973 and the annual evaluation of the ISSP to ensure appropriate adaptations for pupils with disabilities. The role also supports the principal if a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil, after an ISSP evaluation is conducted brings concerns about an individual pupil's ability to access disaster safety procedures described in the ISSP.

The AFN Team will coordinate activities with the Operations Section as needed. Planning efforts by this team include ensuring the availability of any necessary supplies and equipment and sharing plans and equipment locations with emergency teams and other staff who will further support the individuals with these needs during an emergency. Resources to support this team's work are available at: http://lausd.org/afn.

Assignments

Access and Functional Needs (AFN) Team Member: FLORES, ANGELICA

Backup Access and Functional Needs Position: FRANCO, ISIDORO

Assembly Location

Inside: 2nd floor outside of Office area

Outside: Basketball Blacktop (designated area)

Roles and Responsibilities

The AFN position is responsible for ensuring the safety of students and adults with access and functional needs during drills and emergencies and facilitates the planning and preparation for appropriate support. The AFN position directs assistance activities and coordinates with the Operations Section to identify specific disabilities or access and functional needs of the school population, and also considers the potential needs of visitors. The position is responsible for ensuring that these individuals are safely evacuated and supported during drills and emergencies including by ensuring necessary adaptations are in place and by supporting the

evaluation and ISSP modification process, as necessary. Related procedures are outlined in REF-5511 Completing and Updating the Integrated Safe School Plan.

Support:

For more tips and information on supporting students with access and functional needs, access LAUSD Emergency Preparedness for Students with Disabilities Tips and Checklist.

Contact your Region's Special Education Administrator.

3.7 Security/Utilities Team

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with the Operations Section as needed. The Security/Utilities Team shuts down heating and air conditioning units, gas, power, and water utilities as necessary to protect students and staff and to minimize damage to school facilities. The team must also coordinate closely with the Reunion Gate Team for gate access to safely reunite students with their parents or lawful guardians. This team may include campus aides, and members of the custodial and cafeteria staff.

Assignments

Security/Utilities Team Lead: ESCARZAGA, JAIME

Backup Team Lead: GONZALEZ, CHRISTIAN

Security/Utilities Team Member:

Security/Utilities Team Member:

Team Assembly Location

Inside: CONFERENCE ROOM

Outside: TRIAGE

Security/Utilities Team Lead

The Security/Utilities Team Lead is responsible for directing team activities and interacting with the Operations Section Lead to identify problems and report status and coordinates appropriate training. The Security/Utilities Team Lead is also responsible for checking with the Operations Lead to ensure that local utility companies (water, electricity, gas, and sewer) are notified of outages and issues as needed.

Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is secured. They are also responsible for surveying all utilities and taking appropriate actions to shut off utilities, as needed. Specific duties of the members of the

Security/Utilities Team may include:

- Locking all external gates and doors; unlocking some gates when appropriate
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents
- Keeping students and staff out of buildings, as necessary
- Assisting at Reunion Gate, as appropriate
- Assessing and reporting damage to school facilities
- Checking water lines and shutting down water supply lines if leaking
- Checking gas meter/lines and, if gas is leaking, shutting down gas supply
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post

Supplies and Equipment for Security/Utilities Team

- Vest or position identifier
- Hard hat, gloves, and any personal protective equipment
- Master keys
- Hand-held two-way radio
- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

3.8 Fire Suppression/Hazmat Team

The Fire Suppression and Hazardous Materials (HazMat) Team is responsible for extinguishing small fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with the Operations Section. Team members complete the School/Site Preliminary Damage Report. Operating a fire extinguisher is covered in STEPS 201, available on MyPLN, and is strongly recommended training for this team.

Assignments

Fire Suppression and HazMat Team Lead: ALMANZA, JESSICA

Backup Team Lead: CABADAS, ARMANDO

Fire Suppression and HazMat Team Member:

Fire Suppression and HazMat Team Member:

Team Assembly Location

Inside: CONFERENCE ROOM

Outside: EMRGENCY BIN

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3. Incident Command System

Fire Suppression and HazMat Team Lead

The Fire Suppression and HazMat Team Lead is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Fire Suppression and HazMat Team Lead is also responsible for gathering the School/Site Preliminary Damage Reports from the Team Members and having forms readily available to Operations.

Fire Suppression and HazMat Team Members

The members of the Fire Suppression and HazMat Team are responsible for extinguishing small fires, evaluating the potential release of chemicals during an emergency, observing the campus for damage and hazardous conditions, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the School/Site Preliminary Damage Reports will be submitted to the Team Lead. Specific duties of the members of the Fire Suppression/HazMat Team may include:

- Evaluating potential release of chemicals.
- Maintaining list of chemicals on site with map/storage location specifics.
- Identifying damaged areas on the School/Site Preliminary Damage Report. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires, as necessary. Use the proper extinguisher for the type of fire:
    1. Class A, B or C for ordinary combustibles
    2. Class B or C for fires involving flammable liquids
    3. Class C only for fires involving electrical equipment
- Posting yellow caution tape around damaged or hazardous areas

Supplies and Equipment for the Fire Suppression/HazMat Team

- Vest or position identifier
- Hard hat, work gloves and personal protective equipment
- Fire extinguishers and other fire-fighting equipment
- Hand-held two-way radios
- Master keys on lanyard
- Clipboard with job duties and School/Site Preliminary Damage Report
- Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools
- Site maps
- Absorbent materials
- Broom
- Dustpan
- Neutralizer
- Hazardous waste labels

3.9 Assembly Area Team

The Assembly Area Team is responsible for the safe evacuation and accounting of all students

and staff during an emergency. The team is also responsible for reporting missing persons to the Operations Section Lead. Operations will then relay reports of missing students to the Search and Rescue Team.

Assignments

Assembly Area Team Lead: MELENDEZ, SANDRA

Backup Team Lead: ACOSTA, RICARDO

Assembly Area Team Member:

Assembly Area Team Member:

Team Assembly Location

Inside: MPR

Outside: BASKETBALL COURTS

Assembly Area Team Lead

The Assembly Area Team Lead is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Assembly Area Team Lead is also responsible for collecting the Missing Persons Report from team members and providing the report to the Incident Commander.

Assembly Area Team Members

The members of the Assembly Area Team are responsible for performing the safe evacuation and accounting of students, staff, and visitors during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students/adults from teachers or other personnel.
- Ensuring that students are orderly, stay with their class and are supervised so that they can be found quickly when parents arrive.
- Gathering Missing Persons Report from each teacher and other designated personnel and submitting forms to the Assembly Area Team Lead.
- Assisting the Reunion Gate Team as required.

Supplies and Equipment for Assembly Area Team

- Copy of Site Plot Plan and Vicinity Map showing designated on and off-site Assembly Areas
- Injury Reports and Missing Persons Reports
- Bullhorn
- Clipboard and pens for forms
- List of employees who were on campus (when incident took place)

3. Incident Command System

3.10 Request and Reunion Gate Teams

Request Gate Team

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

Assignments

Request Gate Team Lead: GALINDO, LESLI

Backup Team Lead: ROBLES DE SANDOVAL, MARIA

Request Gate Team Member:

Request Gate Team Member:

Team Assembly Location

Outside: Ernest Debs Park

Request Gate Team Lead

The Request Gate Team Lead is responsible for directing team activities and periodically interacting with the Operations Section Lead to identify problems and report status, coordinates appropriate training, and ensures that order is maintained at the Request Gate. The Request Gate Team Lead will refer all outside requests for information to the Public Information Officer. Supplemental online training course STEPS 419 is offered through MyPLN.

Request Gate Team Members

The members of the Request Gate Team are responsible for greeting parents/guardians/ designees, providing them with the paperwork authorizing the holders to reunite with their students at the Reunion Gate, and checking identification. Specific duties of the members of the Request Gate Team may include:

- Greeting and quickly directing arriving parents, guardians, or designees to the Request Gate.
- Providing reassurance to parents, guardians, or designees and maintaining order. The use of large signs showing the school status and student pick up protocol in all languages is suggested.
- Checking identification of those requesting to pick up students.
- Directing parents or guardians to the Reunion Gate.
- Dispatching student runners to the Assembly Area to escort students whose parents have come to claim them.

Supplies and Equipment for Request Gate Teams

- Keys to the Request Gate
- Student lists

- Office supplies –pens, paper, clipboards, and summons forms, etc.
- Signage for parents specifying the process and information needed for pick-up in the languages appropriate for the school
- Sign-making materials, including zip ties and tape
- Bullhorn
- Reunification forms (blue slips)
- Yellow caution tape, student runner I.D. lanyards, extra school radios, chalk, etc.

Mass Reunion Planning

The Request and Reunion Gate Teams need to have an expansion plan for a massive influx of parents. The following activities should be part of every school's Request/Reunion Gate preparedness program:

- Cross-train other teams to assist. When the Search and Rescue Team members are done with their assignment, they may be reassigned by the Operations Section Lead to assist the Request or Reunion Gate Team.
- Ensure that there are enough supplies (pens, forms, clipboards, etc.) for the additional Request Gate Team members so that additional stations can be opened.
- Have a plan to re-organize the Request Gate to divide the parents into smaller groups. They can be organized by grade level, small learning community or any other criteria that makes sense for the school. Ensure that there are sign-making supplies to allow for reorganization.

Reunion Gate Team

The Reunion Gate Team is responsible for compassionately reuniting parents or guardians with students. Reunion gate personnel should have a plan in place to notify parents about injured or deceased students, a highly sensitive issue. The team checks identification and will keep accurate records of students leaving the campus. Members of the School Site Crisis Team and Security/Utilities Team may be asked to assist the Reunion Gate Team. If a child is injured, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the School Site Crisis team stay with the parent and assist them.

Assignments

Reunion Gate Team Lead: DEHUMA TRIANA, PATRICIA

Backup Team Lead: RODRIGUEZ TREJO, SOCORRO

Reunion Gate Team Member:

Reunion Gate Team Member:

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Team Assembly Location

Outside: Ernest Debs Park

Reunion Gate Team Lead

The Reunion Gate Team Lead is responsible for directing team activities and periodically interacting with the Operations Section to identify problems, request additional personnel, report status, and ensure order is maintained at the Reunion Gate. The Reunion Gate Team Lead will refer all media or other outside requests for information to the Public Information Officer. The Reunion Gate Team Lead is also responsible for collecting the Student Release Log from the Team Members and should have the forms readily available to Operations.

Reunion Gate Team Members

The members of the Reunion Gate Team are responsible for greeting parents, guardians, or designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, or designees at the Reunion Gate and maintaining order.
- Verifying identification and authenticity of reunification forms.
- Confirming students recognize the authorized adults who come to claim them and requiring adult to sign student out of school.
- Completing Student Release Log and submitting them to the Reunion Gate Team Lead.

Supplies and Equipment

- Hand-held two-way radios
- Tables and chairs
- Office supplies –pens, paper, clipboards, release forms, yellow tape, hanging clips, etc.
- Student rosters with class schedules
- Flashlights
- Keys to the Reunion Gate
- Student Release Log

3.11 Supply/Equipment Team

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location.

Assignments

Supply/Equipment Team Lead: ESCARZAGA, JAIME

Backup Team Lead: CABADAS, ARMANDO

Supply/Equipment Team Member:

Supply/Equipment Team Member:

3. Incident Command System

Team Assembly Location

Inside: CONFERENCE ROOM

Outside: EMRGENCY

Supply/Equipment Team Lead

The Supply/Equipment Team Lead is responsible for directing team activities and keeping the Logistics Coordinator informed of overall status. Specific duties of the Supply/Equipment Team Lead may include:

- Distributing emergency water and food supplies.
- Supporting the hygiene team as necessary, to set up and maintain sanitation stations.
- Confirming supply/equipment needs for any persons with disabilities, access and functional needs fulfilled.
- Controlling conservation of water.

Supplies and Equipment for Supply/Equipment Team

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Sanitation supplies
- Care and shelter supplies, including mylar blankets and pop-up canopies

Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies
- Supporting the hygiene team as necessary, to set up and maintain sanitation stations
- Confirming supply/equipment needs for any persons with disabilities, access and functional needs fulfilled.
- Controlling conservation of water.

Supplies and Equipment for Supply/Equipment Team

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies

- Sanitation supplies
- Care and shelter supplies, including mylar blankets and pop-up canopies

3.12 Hygiene Team

The Hygiene Team works under the Logistics Section Lead and is responsible for providing all necessary sanitation-related support.

Assignments

Hygiene Team Member: ESCARZAGA, JAIME

Backup Team Lead: CABADAS, ARMANDO

Hygiene Team Member:

Hygiene Team Member:

Team Assembly Location

Inside:

Outside:

Roles and Responsibilities

The Hygiene Team will oversee and maintain overall cleanliness during emergencies. Specific duties may include:

- Monitor and resupply handwashing stations
- Emptying and cleaning bucket toilets
- Disinfecting equipment

3.13 Transportation Support Position

The Transportation Support position works under the Logistics Section Lead and is responsible for coordinating bus transportation needs from the school if an off-site relocation or other transportation is necessary. Region Operations may also assist with this task. The position needs to also coordinate with the receiving site.

Assignments

Transportation Support Staff Member: DEHUMA TRIANA, PATRICIA
Backup Transportation Support Staff Member: RODRIGUEZ TREJO, SOCORRO

Assembly Location: Command Post

Roles and Responsibilities

The Transportation Support position is responsible for coordinating transportation assets and planning for an off-site relocation from the school. Specific duties may include:

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- Periodically communicating with the Logistics Section Lead to provide updates as needed.
- Communicating to the Transportation Division the total number of students and staff to transport, number of people needing wheelchair tie-downs, lifts, or other specialized support, if space is needed to transport necessary supplies and the exact pick-up and drop-off locations.
- Working with the receiving site and providing details about the number of people relocating and any assistance needed with supplies and services that the evacuating school cannot provide.
- Acquiring from the receiving site the specific location on campus where the evacuated school will be housed, where buses should drop off, and what gate will be used for reunification.
- Ensuring that a plan is in place and carried out to transport the School Emergency Response Box containing emergency cards and other essential records, first aid kits, food from the cafeteria, and other necessary items.
- Assist with the plan for systematic loading and unloading of students and supplies.
- Assist with clearing the campus as needed.
- Maintaining documents related to off-site evacuation.

Supplies and Equipment for the Transportation Support position

- Landline and/or cell phone
- Handheld two-way radio
- Map of area showing school and off-site relocation site(s)
- Student rosters showing attendance, classes and emergency information assigned to a bus number

3.14 Documentation/Communications Position

The Documentation/ Communications Position works under the Planning and Intelligence Section Lead and is responsible for maintaining a log of all emergency developments and response actions, and other necessary documentation. These records are extremely important to document what actions were taken by the school in response to the emergency.

Assignments

Documentation Staff Member: DEHUMA TRIANA, PATRICIA
Backup Documentation Staff Member: RODRIGUEZ TREJO, SOCORRO

Assembly Location: Command Post

Roles and Responsibilities

The Documentation/Communication position will maintain a log of the incident, noting all actions and reports, and filing them for reference. This position will also collect, organize, and analyze situation information and provide periodic updates. Specific duties may include:

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- Periodically communicating with the Planning and Intelligence Section Lead for updates.
- Documenting all communications with the Region Operations Center (ROC) and outside agencies.
- Recording the number of students, staff, and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage, injuries, and medical needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining, and securing all emergency documentation.
- Monitoring email, internet, radio, and television news (as available) for general information about the emergency.
- Monitoring social media for information, including rumor control and misinformation.
- Sending Blackboard Connect messages to parents and staff.
- Sending updates on social media accounts maintained by the school.
- Updating site maps as reports and other information are received.
- Preserving maps as legal documents.
- Using area map to record information on major incidents such as road closures, utility outages, etc. that may impact the campus.
- Developing situation reports for the Incident Command Team.

Supplies and Equipment for the Documentation/Communications Position

- Hand-held two-way radios
- File boxes
- Paper, pens, markers
- Chart paper and/or mobile white board
- AM-FM battery/solar radios
- School/Site Preliminary Damage Report
- Maps of event by the hour
- Access to Blackboard Connect, internet, cell phones, etc.
- Laptop. Tablet, and/or cell phone with internet access
- Large site map of campus, laminated or covered with plastic
- Map of county or local area

3.15 Staff Accounting Position

The Staff Accounting position works under the Finance & Administration Section Lead and is responsible for maintaining accurate emergency time records for all site-based and itinerant employees. These records are extremely important to accurately portray costs of the disaster and for potential financial recovery documentation.

Assignments

Staff Accounting Staff Member: DEHUMA TRIANA, PATRICIA

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Backup Staff Accounting Staff Member: RODRIGUEZ TREJO, SOCORRO

Assembly Location: Command Post

Roles and Responsibilities

The Staff Accounting position will maintain time records for site-based and itinerant employees and file them for reference. Specific duties may include:

- Periodically communicating with the Finance and Administration Section Lead to provide updates as needed.
- Keeping accurate time records of all staff members, indicating employee name, employee number, and hours/times worked specifically to address the disaster.
- Ensuring that District employees who are on site but do not usually time report to the school are accurately accounted for.
- Periodically communicating with Reunion Gate staff for records of all staff leaving or returning to campus.
- Filing, maintaining, and securing staff accounting documentation.

Supplies and Equipment for the Staff Accounting position

- File boxes
- Paper, pens, clipboards
- Employee timecards
- Blank timecards for certificated and classified staff
- Staff off-campus sign-in/out log
- Supplemental Attendance Report forms
- Time Reporting Instructions for Emergency Work
- List of Disaster Overtime Program Codes

3.16 Cost Accounting Position

The Cost Accounting position works under the Finance & Administration Section Lead and is responsible for maintaining a fiscal record of all school expenditures related to the disaster. Records include any supplies and equipment used, purchased, or rented by the school during the disaster as well as donations to the school during the disaster.

Assignments

Cost Accounting Staff Member: DEHUMA TRIANA, PATRICIA
Backup Cost Accounting Staff Member: RODRIGUEZ TREJO, SOCORRO

Assembly Location: Command Post

Roles and Responsibilities

The Cost Accounting position will maintain records for supplies and equipment site-based and itinerant employees and file them for reference. Specific duties may include:

- Periodically communicating with the Finance and Administration Section Lead to provide updates as needed.
- Maintaining cumulative site disaster cost records.
- Collecting and recording all cost data.
- Ensuring that inventory of expended emergency supplies is maintained.
- Periodically communicating with the Supply/Equipment Team and Cafeteria Manager for updated inventory.
- Maintaining inventory and receipts of all items donated to the school during the disaster.
- Filing, maintaining, and securing cost accounting documentation.

Supplies and Equipment for the Cost Accounting position

- File boxes
- Paper, pens, clipboards, calculators
- Access to spreadsheet software and laptop
- Emergency supplies inventories

3.17 Emergency Supplies and Equipment

It is the responsibility of site administration to develop and implement plans to provide at school a minimum of a 72-hour supply of emergency water, food, first aid, search and rescue, sanitation, and other emergency supplies and equipment, as listed under each emergency team. Emergency supplies will be maintained in each classroom and in a centralized emergency container outdoors location: South side of field area; southwest of basketball courts

Emergency supply checklists are found in the ISSP appendices and the REF-5451 School Site Emergency/Disaster Supplies, which also includes guidance on procurement of emergency food supplies. Some recommendations regarding emergency food are available in the Food for School Disasters document. Having a stock of emergency food at school sites is the responsibility of the school administration and does not come from the school cafeteria kitchen.

During an emergency, schools may not have access to electronic data and must instead refer to printed records. Schools should be prepared with critical printed materials; these are stored in the School Emergency Response Box (SERB) which is a central location for storing essential student records and other information needed to effectively manage a critical incident. It serves as a central portable emergency repository for critical information that can be easily accessed and used during an emergency or shared with first responders. (Note: The District shares the school's ISSP with local law enforcement agencies as per (CA E.C. § 32281). Please access REF-5450 School Emergency Response Boxes for more details.

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3.18 School ICS Incident Command Team Chart

ORCHARD ACADEMIES 2B ICS INCIDENT COMMAND TEAM CHART

This chart can be expanded or abridged to meet the scope of the incident that is being managed

Incident Commander
1. SEQUEIRA, WANDA
2. MEZA, NOVA

This chart shows only the management organization for the school's response to an emergency.
Name #1 is the lead person responsible for each role
Name #2 is the alternate
The other staff members assigned to the emergency teams will report to the people listed on the chart.

Safety Coordinator
1.CHAVEZ, MANUEL
2.PRADO, ARTURO

Public Information Officer
1.SEQUEIRA, WANDA
2.MEZA, NOVA

Planning/Intelligence
1.CHAVEZ, MANUEL
2.PRADO, ARTURO

Operations
1.PRADO, ARTURO
2.ESCARZAGA, JAIME

Logistics
1.ESCARZAGA, JAIME
2.ALMANZA, JESSICA

Finance/Administration
1.AVENDANO, EDITH
2.RODRIGUEZ TREJO, SOCORRO

Documentation/Communication (Optional)
1.DEHUMA TRIANA, PATRICIA
2.RODRIGUEZ TREJO, SOCORRO

Triage
1. MIRANDA, JESSICA
2. LLAMAS-MENESES, MELINA

Search and Rescue
1. HOUGH, MARCUS
2. LAWLER, MARCELLA

Supply/Equipment
1. ESCARZAGA, JAIME
2. CABADAS, ARMANDO

Staff Accounting (optional)
HERRERA, YENNY
MAYEN, WENDY

Security/Utilities
1. ESCARZAGA, JAIME
2. GONZALEZ, CHRISTIAN

Assembly Area
1. MELENDEZ, SANDRA
2. ACOSTA, RICARDO

Transportation Support (optional)
1. HERRERA, YENNY
2.MAYEN, WENDY

Cost Accounting (optional)
DEHUMA TRIANA, PATRICIA
RODRIGUEZ TREJO, SOCORRO

Access and Functional Needs
1. FLORES, ANGELICA
2.FRANCO, ISIDORO

Fire Suppression/HazMat
1.ALMANZA, JESSICA
2.CABADAS, ARMANDO

School Site Crisis
1. CRUZ, APRIL
2. GUERRERO, GUSTAVO

Hygiene
1. ESCARZAGA, JAIME
2.CABADAS, ARMANDO

Request Gate
1. GALINDO, LESLI
2. ROBLES DE SANDOVAL, MARIA

Reunion Gate
1.DEHUMA TRIANA, PATRICIA
2.RODRIGUEZ TREJO, SOCORRO

If no one is assigned to a position, the person who manages that position will also fulfill the duties of the unfilled position.
This chart is adapted for LAUSD, based on Incident Command System (ICS). Rev. 6/21/2023.

3. Incident Command System

3.19 School Site Crisis Team Chart

This chart shows the School Site Crisis Team organization, with positions, roles and responsibilities. Backup staff are to be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	LEAD	BACKUP
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts Region, and coordinates all crisis response & intervention services.	SEQUEIRA, WANDA	MEZA, NOVA
Crisis Team Lead	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	CRUZ, APRIL	GUERRERO, GUSTAVO
Public Information Officer (PIO)	School spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	SEQUEIRA, WANDA	MEZA, NOVA
Psychological First Aid	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	GOMEZ VASQUEZ, YAJAIRA	GUERRERO, GUSTAVO
Triage	Ensures supplies are accessible, evacuates and stages supplies, performs triage and provides medical assistance.	MIRANDA, JESSICA	LLAMAS-MENESES, MELINA
Security/Utilities	Ensures school site security, secures gates, and performs short-term repairs and shutoff of utilities, as necessary.	ESCARZAGA, JAIME	GONZALEZ, CHRISTIAN
Request Gate	Processes requests for student pick-up.	GALINDO, LESLI	ROBLES DE SANDOVAL, MARIA
Reunion Gate	Reunites students and parents at Reunion Gate.	DEHUMA TRIANA, PATRICIA	RODRIGUEZ TREJO, SOCORRO
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment, and food services; includes adjusting schedules and menus, as needed.	ESCARZAGA, JAIME	ALMANZA, JESSICA
Documentation/Communications	Maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio, and social media for information.	DEHUMA TRIANA, PATRICIA	RODRIGUEZ TREJO, SOCORRO

***The designated Crisis Team Lead and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.**

3. Incident Command System

3.20 School Site Suicide/Threat Assessment Team Chart

This chart identifies the members of the suicide/threat assessment team and their responsibilities at the school site. Backup staff are to be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	LEAD	BACKUP
Administrator	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc.). Coordinates all information, referrals, safety planning, and monitoring. The Administrator may include the Principal, Assistant Principal, or Administrative Designee.	SEQUEIRA, WANDA	GOMEZ VASQUEZ, YAJAIRA
Suicide/Threat Prevention Liaison (STPL)	This behavioral health professional for student risk assessments supports gathering background information, including interviews and statements with the person(s) of concern, intended target(s), and witnesses. They provide mental health and trauma expertise in working with students and families. The Suicide/Threat Prevention Liaison may include Mental Health Consultant, Psychiatric Social Worker, Pupil Services and Attendance Counselor, Student Support Services Counselor, Psychologist, School Counselor, System of Supports Advisor, Nurse, or other appropriately credentialed behavioral health staff.	GOMEZ VASQUEZ, YAJAIRA	GUERRERO, GUSTAVO
Behavioral Health Professional for Adults	This behavioral health professional for employee risk assessments supports gathering background information, including interviews and statements with the person(s) of concern, intended target(s), and witnesses. If the person of concern is a certificated employee, the behavioral health professional should be a LAUSD SHHS, Counseling,	GOMEZ VASQUEZ, YAJAIRA	GUERRERO, GUSTAVO

3. Incident Command System

	Nursing, or Psychologist Administrator. If the person of concern is a classified employee, associated adult, parent/caregiver, or community member the behavioral health professional may be a Mental Health Consultant, Psychiatric Social Worker, Pupil Services and Attendance Counselor, Student Support Services Counselor, Psychologist, School Counselor, System of Supports Advisor, Nurse, or other appropriately credentialed behavioral health staff.		
LASPD Officer/Law Enforcement	Responds to situations of risk of violence to self or others. Provides technical support and consultation for assessments prior to and during the Multidisciplinary Threat Assessment Team meeting.	BARRAZA	BARRAZA

3. Incident Command System

3.21 School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:

TITLE	NAME	WORK NUMBER
Principal	SEQUEIRA, WANDA	(323) 826-3900(323) 568-3100
Assistant Principal 1	GURUBEL, JAZMIN	(323) 826-3979
Assistant Principal 2		
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	DEHUMA TRIANA, PATRICIA	(323) 826-3904(323) 826-3900
Cafeteria Manager	ARCIGA, MARTINA	(323) 826-3905
Financial Manager	RODRIGUEZ TREJO, SOCORRO	(323) 826-3900
Plant Manager	ESCARZAGA, JAIME	(323) 826-3900
Custodian	ALMANZA, JESSICA	(323) 826-3904
Custodian Closest to Site	ESCARZAGA, JAIME	(323) 826-3900
First Person on Campus in AM	ESCARZAGA, JAIME	(323) 826-3900
Last Person on Campus in PM	ESCARZAGA, JAIME	(323) 826-3900

3. Incident Command System

Charter School Emergency Contacts Chart - MAGNOLIA SCIENCE ACADEMY BELL @ SOUTH REGION MS #2A

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:		
Title/Role	**Name**	**Work Number**
Principal	PRADO, ARTURO	(323) 826-3929
Assistant Principal 1		
Assistant Principal 2		
Administrative Assistant		
Financial Manager		
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM		
Last person on campus in PM		

3. Incident Command System

3.22 School ICS and Emergency Teams

Details of team roles and responsibilities are located in the Emergency Teams section of the Online Integrated Safe School Plan.

POSITION	ROLES & RESPONSIBILITIES	SECTION LEAD	BACKUP
Incident Commander	Directs all emergency operations, verifies facts, contacts Region, and coordinates all response actions.	SEQUEIRA, WANDA	MEZA, NOVA
Safety Coordinator	Ensures that all emergency operations are conducted safely.	CHAVEZ, MANUEL	PRADO, ARTURO
Public Information Officer (PIO)	Official spokesperson for an incident. Prepares Blackboard Connect and other communications for staff and parents, identifies media locations and updates.	SEQUEIRA, WANDA	MEZA, NOVA
Operations Section Lead	Manages all tactical operations at an incident.	PRADO, ARTURO	ESCARZAGA, JAIME
Planning Section Lead	Collects and evaluates information, analyzing for impact to school.	CHAVEZ, MANUEL	PRADO, ARTURO
Logistics Section Lead	Provides all incident support needs such as transportation, communications, supplies/equipment, and food services.	ESCARZAGA, JAIME	ALMANZA, JESSICA
Finance/Administration Section Lead	Manages all financial aspects and documentation of an incident.	AVENDANO, EDITH	RODRIGUEZ TREJO, SOCORRO

Title/Role	Name
Triage Team	**Reports to Operations Section Lead**
Team Lead	MIRANDA, JESSICA
Member 2/Backup Lead	LLAMAS-MENESES, MELINA
Member 3	DEHUMA TRIANA, PATRICIA
Member 4	
School Site Crisis Team	**Reports to Operations Section Lead**
Team Lead	CRUZ, APRIL
Member 2/Backup Lead	GUERRERO, GUSTAVO
Member 3	GOMEZ VASQUEZ, YAJAIRA
Member 4	GUERRERO, GUSTAVO
Search and Rescue (SAR) Coordinator	**Reports to Operations Section Lead**
SAR Coordinator	CHAVEZ, MANUEL

3. Incident Command System

SAR Backup Coordinator	GURUBEL, JAZMIN
Search and Rescue Team 1	**Reports to SAR Coordinator**
Team Lead	HOUGH, MARCUS
Member 2/Backup Lead	LAWLER, MARCELLA
Member 3	ACOSTA, RICARDO
Member 4	GOMEZ, MARGA
Search and Rescue Team 2	**Reports to SAR Coordinator**
Team Lead	HOUGH, MARCUS
Member 2/Backup Lead	FLORES, ANGELICA
Member 3	FRANCO, ISIDORO
Member 4	DRUGGE, BRETT
Search and Rescue Team 3	**Reports to SAR Coordinator**
Team Lead	
Member 2/Backup Lead	
Member 3	
Member 4	
Search and Rescue Team 4	**Reports to SAR Coordinator**
Team Lead	
Member 2/Backup Lead	
Member 3	
Member 4	
Access and Functional Needs Position	**Reports to Operations Section Lead**
Primary	FLORES, ANGELICA
Secondary	FRANCO, ISIDORO
Security / Utilities Team	**Reports to Operations Section Lead**
Team Lead	ESCARZAGA, JAIME
Member 2/Backup Lead	GONZALEZ, CHRISTIAN
Member 3	
Member 4	
Fire Suppression / HazMat Team	**Reports to Operations Section Lead**
Team Lead	ALMANZA, JESSICA
Member 2/Backup Lead	CABADAS, ARMANDO
Member 3	
Member 4	
Assembly Area Team	**Reports to Operations Section Lead**
Team Lead	MELENDEZ, SANDRA
Member 2/Backup Lead	ACOSTA, RICARDO

3. Incident Command System

Member 3	
Member 4	
Request Gate Team	**Reports to Operations Section Lead**
Team Lead	GALINDO, LESLI
Member 2/Backup Lead	ROBLES DE SANDOVAL, MARIA
Member 3	
Member 4	
Reunion Gate Team	**Reports to Operations Section Lead**
Team Lead	DEHUMA TRIANA, PATRICIA
Member 2/Backup Lead	RODRIGUEZ TREJO, SOCORRO
Member 3	
Member 4	
Supply / Equipment Team	**Reports to Logistics Section Lead**
Team Lead	ESCARZAGA, JAIME
Member 2/Backup Lead	CABADAS, ARMANDO
Member 3	
Member 4	
Hygiene Team	**Reports to Logistics Section Lead**
Team Lead	ESCARZAGA, JAIME
Member 2/Backup Lead	CABADAS, ARMANDO
Member 3	
Member 4	
Transportation Position	**Reports to Logistics Section Lead**
Primary	HERRERA, YENNY
Secondary	MAYEN, WENDY
Documentation / Communication Position	**Reports to Planning Section Lead**
Primary	DEHUMA TRIANA, PATRICIA
Secondary	RODRIGUEZ TREJO, SOCORRO
Staff Accounting Position	**Reports to Finance/Admin Section Lead**
Primary	HERRERA, YENNY
Secondary	MAYEN, WENDY
Cost Accounting Position	**Reports to Finance/Admin Section Lead**
Primary	DEHUMA TRIANA, PATRICIA
Secondary	RODRIGUEZ TREJO, SOCORRO
Manager of School Emergency Response Box	**Delivers Box Contents to Command Post As Needed**
Primary	MAYEN, WENDY

3. Incident Command System

Secondary	SEQUEIRA, WANDA

4. Training and Exercises

4.1 Training and Exercise Expectations

All school staff shall be trained on the plan (CA E.C. § 32280). Everyone involved in the plan needs to know their roles and responsibilities before, during, and after an emergency. The Training and Exercises section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that all staff members, as well as students, parents, and community representatives understand emergency roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Content may be influenced based on similar requirements at the District and/or local jurisdiction level. Exercises may range from basic fire and shelter in place drills to full-scale community-wide drills that realistically portray an emergency event and show the role the school plays in school District and municipal planning.

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4. Training and Exercises

4.1.2 *Every School Safe*: Training Certification Table

This school year, our school has conducted the following mandated safety training modules:

Training Module Topic	Audience	Enter Training Date	Resources	Contact
Creating Welcoming Environments **Due 9/25/24**	All school employees	9/24/2024	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	9/25/2024		
	Students	9/25/2024		
Suicide Awareness and Prevention **Due 10/23/24**	All school employees	9/24/2024	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	9/19/2024		
	Students	10/2/2024		
Emergency Readiness (ISSP Public Meeting and School Emergency Team Assignments and Duties Training) **Due 10/31/24**	All school employees (School Emergency Team Assignments and Duties Training)		Principal's Portal	Office of Emergency Management 213-241-3889 oem@lausd.net
	Parents/community (ISSP Public Meeting)			
Substance Use Awareness/Fentanyl **Due 11/20/24**	All School Employees	11/12/2024	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	10/24/2024		
	Students	11/12/2024		
De-escalation and Restorative Practices **Due 1/15/25**	Staff		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.
	Parents			

4. Training and Exercises

	Students			net
Administrative Investigations **Due 2/26/25**	School Administrators		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
Breaking the Silence Child Abuse Awareness **Due 4/30/25**	All School Employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
Grooming and Online Grooming Awareness **Due 4/30/25**	Parents		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Students			
Cybersecurity **Due 5/28/25**	All school employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents			
	Students			

4.2 District Documents Concerning Emergencies

For additional context for school site trainings, access LAUSD documents relevant to school emergencies on the LAUSD Emergency Documents page of the Office of Emergency Management (OEM) website.

4.3 Emergency Drills

To be adequately prepared, emergency drills should be executed and then documented at https://www.lausd.org/edrilleval. Training for all emergency procedures can be found through the STEPS program on MyPLN. The REF-5803 Emergency Procedures, Drills and Districtwide Exercises has more information on emergency response actions and required emergency drills. Emergency procedures are also in the Emergency Classroom Quick Guide. The principal should ensure these are reviewed and posted in all classrooms, offices, and common areas.

Five types of emergency drills are required as indicated in the table below, along with the required frequencies by school level. Schools are encouraged to foster relationships with and invite first responders to participate in drills. Schools must also participate in the radio test described in 4.3.5 below.

4. Training and Exercises

Drill Frequency Table:

Type	Elementary	Middle	Sr. High and Adult
Fire	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.
Lockdown	Within the first 30 days once per semester at minimum, including summer school.	Within the first 30 days once per semester at minimum, including summer school.	Within the first 30 days once per semester at minimum, including summer school.
Earthquake (Drop, Cover, Hold On)	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.
Shelter in Place	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.

Note: Review with only staff once per semester, the Rapid Relocation procedures for active shooter incidents meeting the specific criteria in BUL-5469 Lockdown and Rapid Relocation Procedures For All Schools.

4.3.1 Fire Drill

Signal:

(Most sites) Series of three and one half second pulses of electronic emergency horns, followed by a short pause; sequence repeats for at least three minutes.

For most fires, there is no Public Address (PA) system announcement, but the following drill announcement may be used preceding the fire alarm:

"Your attention, please. This is a fire drill. We need to evacuate all buildings when you hear the alarm. Teachers are to take their students and rosters to the Assembly Area and report to their designated section. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have exited."

Fire Drill Procedures

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Evacuate Building, Notifications and Student Reunification.)

Classroom Actions:

4. Training and Exercises

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the principal.
2. Familiarize yourself with the route your class will take before the drill begins.
3. When the signal is given, have students form a single line outside the classroom (form a double line for large classes).
4. Check to see that all students are out of the classroom. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Take student roster and close all doors to prevent the spread of smoke or fire.
5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single or double line in the designated Assembly Area.
7. Take and report attendance.
8. Wait for the “all clear” announcement or other signal and then return quietly to your classroom in single file.

All other personnel (not assigned to any emergency team): Report to Assembly Area for further instructions.

4.3.2 Earthquake Drill

An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. There is typically no advance warning or signal given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

Signal:

The signal for the drill is the following PA announcement.

“Your attention, please. This is a drill. As you are aware, we are experiencing some seismic activity. For everyone’s protection, all students should follow drop, cover, and hold on procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions. This is a drill.”

Indoor Earthquake Drill Procedures

Classroom Actions:

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Drop, Cover and Hold on, Evacuate Building, Notifications and Student Reunification.)

1. Initiate the DROP, COVER and HOLD ON action as described in Section 6.3.
2. Drop to knees facing away from windows.
3. Get under desks or tables and hold on to the furniture where possible.
4. Fold body onto floor with arms close to knees.

4. Training and Exercises

5. Place head as far as is possible between knees and grasp furniture leg; cover the crown of the head with the other hand.
6. Stay in this position until shaking stops.
7. Students will evacuate using the safest route or evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

Outdoor Earthquake Drill Procedures

1. Stay clear of buildings, power lines, light poles, etc.
2. Drop to the ground, cover head if possible and hold onto a stable object if available. If stable object is unavailable, place head as far as is possible between knees and cover crown of the head with hands.
3. Remain clear of obstacles and wait until the situation stabilizes and designated staff member gives all clear. Move to the emergency Assembly Area. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

If an earthquake occurs during non-classroom hours i.e., passing periods, recess, or lunch, all persons will proceed to the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.3 Lockdown Drill

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 from entering any occupied campus areas. This action is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school.

During a lockdown, students are to always remain in the locked classrooms or designated safe locations.

Signal:

The signal for the drill is the following PA announcement.

“Your attention please. This is a drill. There is a threat to your safety near the school and we are implementing a lockdown. For everyone’s protection, all students should go into the nearest classroom and lock the door. You should be in a protected position, away from doors and windows and anything that can hurt you. Hold this position until you are given further instructions. This is a drill.”

Lockdown Drill Procedures

Classroom Actions:

4. Training and Exercises

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Lockdown and Notifications.)

1. When the announcement has been given, all classes will remain in their rooms. Ensure that classroom doors are locked.
2. Redirect any students in hallways or outdoors into the nearest classroom.
3. Physical education classes will proceed into the gym, auditorium, or multi-purpose room and follow the lockdown actions described below.
4. Move students to the most protected areas in the room and lock the door.
5. Have students stay away from doors and windows and sit on the floor (in some instances).
6. Close and lock all doors and windows. Cover all windows, including those in the door or adjacent sidelights by lowering blinds, closing slots, drawing curtains, or covering with paper.
7. Turn off lights, power equipment, appliances, and silence cell phones. All personnel must remain in the classroom until further instructions are received from official sources.
8. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
9. Remain in the secured room with all doors and windows locked, window blinds drawn, and lights off until further instructions are received from official sources.

4.3.4 Shelter In Place Drill

A Shelter in Place indicates an emergency that requires students and staff to remain inside.

Signal:

The signal for the “Shelter in Place” drill is the following PA announcement.

“Your attention, please. This is a drill. Because we have received information regarding a hazard in the community, we are instituting shelter in place procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under door or around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you. This is a drill.”

Shelter in Place Drill Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Direct any students in hallways into the nearest classroom.
3. Physical education classes or other classes meeting outdoors will proceed into the gym, auditorium, or multi-purpose room.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.

6. Close all doors and windows and move students away from any sources of outside air. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. Turn off Heating Ventilation and Air Conditioning units/systems if advised.
8. Cover any vents or holes with posters, paper, or plastic. Use wet paper towels to fill gaps under doors or windows. Block the exchange of air to the outside by putting laminated posters over vents.
9. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.
10. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.5 Radio Communications Test

Radio communications tests take place on the third Tuesday in October and the third Tuesday in March each year to ensure that the radio equipment and communications systems are working properly. The communications test follows the same procedures that will be used in an actual emergency. In an emergency when phone lines are inoperable, the Districtwide radio network is used to compile information about significant damages and injuries at each site. Using this information, the District can properly assess the impact of an emergency, request help from other agencies, and properly assign resources and assistance to those sites with the greatest needs.

Schools are identified as either Reporting, Base, or Directly Contacted schools which determines how the school will participate in the radio test and how they will communicate during actual emergencies.

Specific drill dates and the link to the most current Emergency Radio Communication Tree can be found at https://lausd.org/radiounit and on the OEM Drills and Exercises webpage. Schools should be very familiar with the Radio Tree and participate in the radio test each semester. After participating in each semester's radio test, schools are required to complete the evaluation: http://emergencydrills.lausd.net.

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5. Authorities and References

This section contains a list of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies. It provides for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator.

5.1 Legal Requirements

CA E. C. § 32280-32288. Requires a comprehensive school safety plan developed with first responder input, identifying appropriate safety strategies relevant to the needs and resources of the school. It requires specific representatives from the school and community to be involved in the planning process, an update of the plan annually, and the adoption of emergency procedures and policies. Requires that school safety plans include (among other items) disaster procedures and an earthquake procedure system including protective measures to be taken during an earthquake, and detailed “drop” procedures. Also requires training of school staff on the plan.

CA E. C. § 35295-35297. Specifies the components of the earthquake emergency procedure system for schools of more than 50 students, public and private: a school building disaster plan; a drop, cover, and hold on procedure; protective measures to be taken before, during, and after an earthquake; and a program for training students and staff in the adopted earthquake system.

CA E. C. § 32288. School safety plans may include an action plan with input from law enforcement and may determine the fiscal impact of implementing the plan. School safety plans are to be created using existing resources and are not to be developed with private consultants.

CA Code of Regulations § 560. School principals are to formulate the disaster preparedness plan and submit it annually to the Superintendent for approval. Schools are required to test the plan twice a year, not including fire drills.

5.2 Other Related Laws

CA Government Code § 3100 (Disaster Service Workers’ Act). All public personnel, including school District employees and charter school employees, can be declared Disaster Service Workers. As Disaster Service Workers, employees can be held at the work site and assigned disaster relief activities to perform until released during a disaster declared by the President or the Governor or proclaimed by the Mayor.

CA E. C. § 17280, CA E. C. § 81130. Specifies stricter building codes for and more frequent inspections of public-school buildings. It applies to new construction of school buildings and later was amended to include mandatory retrofitting of older, existing school buildings.

CA E.C. § 32040. Requires each school to have a first aid kit.

5. Authorities and References

CA E. C.§ 32001. Schools must have a fire alarm system and sound the alarm and conduct a fire drill at least once every calendar month at elementary schools, at least four times a year intermediate, and not less than twice a year at secondary schools.

CA E. C. § 215. Requires school districts to implement a pupil suicide prevention policy and develop a training for all District employees to increase awareness about suicide. The policy must address high-risk (vulnerable) students, including youth bereaved by suicide, youth with disabilities, youth with mental illness or substance disorders, youth experiencing homelessness or in out-of-home settings such as foster care, and lesbian, gay, bisexual, transgender, or questioning youth.

19 CCR § 1.02 Establishes minimum standards for the prevention of fire and for the protection of life and property against fire, explosion, and panic.

8 CCR § 3221 Sets forth the procedures for Fire Protection Systems.

24 CCR § 1 Adopts the California Fire Code as part of the Code of Regulations. Also referred to as the California Building Standards Code.

5.3 LAUSD Related Policy

LAUSD policies and guidance documents regarding emergencies can be found on the Office of Emergency Management website: LAUSD Emergency Documents.

6. Functional Annexes

Functional annexes focus on critical operational functions and the courses of action developed to carry them out, independent of the threat or hazard requiring response. While these functions should be described separately, it is important to remember that many functions will occur consecutively and that multiple functions may be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and visitors function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

Note: Only the Superintendent of the School District has the authority to cancel or close any LAUSD school.

Emergency procedures are also in the Emergency Classroom Quick Guide. The principal should ensure these are reviewed and posted in all classrooms, offices, and common areas.

Training for all emergency procedures can be found through the STEPS program on MyPLN. The LAUSD Staff/Responder Emergency Plan app is also available and includes 21 categories of emergency response procedures, all taken from the ISSP template.

The REF-5803 Emergency Procedures, Drills and Districtwide Exercises contains detailed information on emergency response actions and required emergency drills.

6.1 Accounting for all Persons

This action is taken to account for the whereabouts and well-being of all students, staff members, and visitors and is one of the first tasks that must be accomplished in any emergency.

Note: The below procedures are used to account for everyone after evacuating from school buildings. Schools should plan how to acquire this information, including accounting for visitors during a lockdown, shelter in place, or another emergency where everyone is inside. Methods may include MiSiS (for student attendance), email, calling the office via classroom phone, or hand-collected rosters/reports. Multiple methods should be planned for due to varied technology and safety factors in an emergency.

Accounting for all Persons Procedures

1. Teachers will take student rosters when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to list students/others as appropriate on attendance rosters and on the Missing Persons Report, Injury Report, and/or Supplemental Attendance Report.
2. Personnel working visitor check-in will take the visitor sign-in sheets and visitor stickers to the Assembly Area.

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3. Assembly Area Team members will collect student rosters, Missing Persons Report, Injury Report, and Supplemental Attendance Report from teachers and submit them to the Assembly Area Team Lead.
4. The Assembly Area Team Lead will ensure that all visitors are accounted for, have a designated section of the Assembly Area away from students, and sign out when leaving campus.
5. The Assembly Area Team Lead will compile a master accounting of all persons on campus and make reports available to the Operations Section Lead and Incident Commander.

6.2 All Clear

This action is taken to notify staff and students that normal school operations can resume.

All Clear Procedures

1. The Incident Commander (principal or designee) will make the following announcement on the PA system, which signifies that the emergency is over. If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. “Your attention, please. You may now return to your classroom and resume usual activities. Thank you all for your cooperation.”
2. The Incident Commander will convene the School Site Crisis Team if the incident was traumatic to the school community.
3. The Incident Commander will make a final notification update to District offices and parents.
4. The Incident Commander will complete an iSTAR to document the incident, including follow-up actions.
5. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

6.3 Crisis Response

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance, and behavior. Common reactions to a school crisis may include shock, confusion, and fear. Although individual students, staff, families, or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults.

Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school
- The death of a student, staff or one of their family members by suicide or trauma
- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

Because of such critical incidents and emergencies, students and staff may exhibit a variety of

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emotional reactions. As soon as the physical safety of those involved has been ensured, crisis responders can focus on addressing the social-emotional needs of students and staff. Online training about crisis events is available on MyPLN in STEPS courses 207 and 409.

OTHER IMPORTANT DEFINITIONS

Trauma
Trauma refers to an event or a situation where an individual fears for their life. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

Psychological First Aid (PFA)
PFA an evidence-informed supportive strategy to help children, adolescents, adults, and families in the immediate aftermath of traumatic events, disasters, and terrorism. PFA is designed to reduce the initial distress caused by these stressful events and to foster short-and long-term adaptive functioning and coping amongst students, staff, and parents/guardians.

MULTI-TIERED CRISIS RESPONSE TEAM MODEL
There are three tiers of crisis response: school site, Region, and District office. The basic structure of the multi-disciplinary support teams on all three tiers should be similar in their composition and incorporate District staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the Region, District office, or a combination thereof.

Tier I: School Site Crisis Response
School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The School Site Crisis Team determines if there is a need for additional assistance from the Region crisis team. The School Site Crisis Team may be activated as part of the Incident Command System (ICS) Team during an emergency or disaster, or may be activated as a stand-alone team, depending on the incident.

Tier II: Region Crisis Response
The school site administrator/designee contacts the Region Operations Administrator(s) for support and assistance if the crisis response required is beyond the scope of what the School Site Crisis Team can provide. Assistance from the Region crisis response team includes consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Tier III: District Office Crisis Response
In collaboration with the Region Operations Administrator(s), the school site administrator/designee determines if there is a need for support from the central crisis response team. Assistance from the District office crisis response team includes consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Crisis Response Procedures

1. As the Incident Commander, the principal or designee or designee activates the school ICS Team, including the School Site Crisis Team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
2. The Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The Crisis Team will provide direct crisis intervention services, including the implementation of PFA.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator and request additional resources, as necessary.
5. The Incident Commander will direct the Planning and Intelligence Team Lead or other authorized user to open or update an iSTAR on the incident, documenting the actions of the Crisis Team.
6. The Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.
7. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
8. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

School Site Crisis Response

Crises can impact various areas of the District. They can impact a school, multiple schools, offices and Regions, as well as departments within the District (e.g., Beyond the Bell Branch, Transportation Services Division, Food Services Division, Maintenance and Operations). The following are general preparedness, response, and recovery protocols for the administrator/designee to implement during any crisis in a school, District office, department, at District and school-related activities, and in all areas within the District's jurisdiction.

A. Preparedness
   1. Establish a Multidisciplinary School Site Crisis Team
   2. Schedule Regular Multidisciplinary Crisis Team Meetings
   3. Provide Opportunities for Training and Professional Development

B.

   The following are general procedures for the administrator/designee to respond to crisis situations.
   1. Ensure Campus/Office Safety
   2. Identify the Family Liaison(s)
   3. Determine the Facts
   4. Activate the Multidisciplinary Crisis Team
   5. Notify
   6. Assess the Crisis Response Need
   7. Develop a Response Plan

Psychological First Aid: Responding to Crisis Incidents

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6. Functional Annexes

Psychological First Aid (PFA) is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, act of violence, or terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

For PFA handouts in multiple languages, visit School Mental Health.

1. **LISTEN** to what they say and how they act.
   - Address the feeling/behavior as soon as possible.
   - If a student wants to talk, be prepared to listen, and focus on what they say and how you can be of help.
   - Observe nonverbal communication. Remember that student may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
   - Express compassion and calmness in your statements as well as nonverbal behaviors.
2. **PROTECT** by maintaining structure, stability, and consistency.
   - Maintain daily routines, activities, and structure with clear expectations and consistent rules.
   - Provide supervision and consistency to encourage successful outcomes.
   - Give information that is accurate and age appropriate.
   - Keep the environment free of anything that could re-traumatize the student.
   - Validate the student's life experience.
   - Maintain confidentiality as appropriate.
3. **CONNECT** through interaction, activities, and resources.
   - "Check in" with student on a regular basis.
   - Become familiar with learning support staff at your school (Psychiatric Social Worker, PSA Counselor, School Psychologist, Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student.
   - Encourage interactions, activities, team projects with friends and teachers.
   - Keep communication open with others involved in the students' lives (parents, other teachers, coaches etc.).
     Note: If you suspect child abuse and/or neglect, report to the appropriate child protective services agency, according to BUL-1347 Child Abuse and Neglect Reporting Requirements.
4. **MODEL** calm and optimistic behavior.
   - Model healthy responses by remaining calm, courteous, organized, and helpful.
   - Pay attention to your thoughts, feelings, and reactions about the event. Amid a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
   - Take constructive actions to assure safety.
   - Monitor conversations that students may engage in or hear.

- Acknowledge the difficulty of the situation but demonstrate how people can come together to cope after such an event.
- Practice self-care.

5. **TEACH** about normal changes that can occur when traumatized.
   - Student may have different reactions even to the same event.
   - Encourage students to identify and use positive coping strategies to help them after the event.
   - Help your students to problem solve to get through each day successfully.
   - Help students set small “doable” goals and share in these achievements as “wins.” Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

6.4 Drop, Cover, and Hold On

This action is taken to protect students and staff from flying or falling debris and is commonly used during an earthquake or explosion.

Drop, Cover, Hold On Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the principal may use other means of communication, such as broadcasting on the two-way radio. Classrooms should implement drop, cover, and hold on when they feel the shaking of an earthquake, even if there is no announcement. The Incident Commander (principal or designee) should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention please. We are having an earthquake. Drop, cover, and hold on in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions.”
2. If inside, teachers will instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.
5. Students who have disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on their wheelchairs, and protect their head and neck with their hands.
6. The Incident Commander will follow drop, cover, and hold on with evacuation to the assembly area and notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action. Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402.

6.5 Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building. It is most commonly used in response to a fire, after an earthquake (following drop, cover, and hold on), or any emergency where the building and its contents are perceived to be a threat to student safety.

Evacuate Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means of communication. The principal or designee should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll book to the Assembly Area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left.”
2. The Incident Commander will activate the fire alarm system as a signal to evacuate.
3. Designated emergency team members/staff will take medications and related documents, as well as other medical supplies/equipment such as first aid kit, AED, EpiPen and sharps container.
4. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
5. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers must list missing students on the Missing Persons Report and submit to the Assembly Area team.
6. Once assembled, teachers and students will stay in place until further instructions are given.
7. The Incident Commander will make appropriate notifications to the District and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training that includes building evacuation is available on MyPLN in courses STEPS 201 and STEPS 401. Fire alarm system training is available on MyPLN in STEPS course 418.

6.6 Lockdown

This action is taken when the threat of violence or gunfire is identified or when directed by law enforcement and is necessary to prevent the perpetrator from entering any occupied campus areas. During a lockdown, students are to always remain in locked classrooms or designated safe locations.

This action secures the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school.

Lockdown Procedures

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1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means of communication, such as broadcasting on the two-way radio or using runners, if it is safe to do so. The principal or designee should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention, please. We have an emergency and need to implement a lockdown. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside to the nearest building or classroom.”
2. If inside, teachers will instruct students to stay away from doors and windows, lock all doors and windows, and sit on the floor (in some instances). Cover all windows, including those in the door or adjacent sidelights, by lowering blinds, closing slots, drawing curtains, or covering with paper.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium) and follow the listed lockdown actions above. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. Turn off lights, power equipment, appliances, and silence cell phones.
5. Teachers and students will remain in the classroom or secured area with all doors and windows locked, window blinds drawn, and lights off until further instructions are given by the principal or designee or law enforcement.
6. 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.
7. The Incident Commander will call the Los Angeles School Police Department Watch Commander’s Office at (213) 625-6631. The Watch Commander will provide advice and support for the School Incident Commander by interfacing with municipal police and fire departments and sending an LASPD officer to the school.
8. The Incident Commander will make appropriate notifications to the District and parents.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action. Supplemental online lockdown training courses STEPS 203, 302, and 403 are offered through MyPLN.

Details are available in BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools.

6.7 Notifications

Response actions should be accompanied by the following notifications:

- 911
- Los Angeles School Police Watch Commander’s Office at (213) 625-6631
- Region Operations
- Blackboard Connect messages to parents and/or staff

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- Incident System Tracking Accountability Report (iSTAR)

6.8 Rapid Relocation (option ONLY for Active Shooter on Campus incidents)

More information is available in BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools. Active shooter training for LAUSD schools is available from LASPD; contact them at (213) 625-6631 for inquiries and to schedule the training. If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

For suggested Options for Perimeter Gate Access during a Rapid Relocation, please access Attachment C in BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools.

Rapid Relocation Procedures

1. When the decision to perform a Rapid Relocation has been made, the School Incident Commander will:
    - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off-site relocation point is the preferred destination, only if the route is safe. Teachers/staff are to account for any students with a cognitive disability who may not have understood the directions. Note that all students/staff including those with access and functional needs should use the same route, which should be accessible to all, for relocation.
    - Inform the LASPD Watch Commander at (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
    - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
    - Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the LASPD Watch Commander will:
    - Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex.
    - Dispatch a field officer to the relocation point to advise and support the School Incident Commander.
    - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.

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- Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
- Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
- Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.

3. LASPD officers dispatched to the scene will:
   - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.
   - Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
   - Maintain a perimeter at the off-site relocation point between the school population and others.
   - Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.
4. The Region Operations Coordinator will:
   Connect with the School Incident Commander in person, by phone or radio and provide resources from the Region that might include the following:
   - Dispatch the Region Crisis Team to the school relocation point.
   - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
   - Send out a Blackboard Connect message to parents from the Region office with additional information.
   - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the Region office.
   - Assist with reunification.
5. The Triage Team will work with first responders and local authorities to ensure wounded students and staff receive medical attention.
6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the School Site Crisis Team to ensure notification of parents and family members of the wounded.
7. All media inquiries will be referred to the designated Public Information Officer.
8. The School Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All-Clear action.
10. The School Incident Commander will debrief with staff and school police officers.

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6.9 Relocation (Off-Site Evacuation)

This action is taken when authorities have determined that it is unsafe to remain on the campus and evacuation to an off-site relocation site is required and the below procedures do not apply during an active shooter incident, a tsunami, or large hazardous materials release all of which require more specialized procedures.

Note that all students/staff including those with access and functional needs should use the same route, which should be accessible to all, for relocation.

Relocation Procedures

1. The principal or designee becomes the Incident Commander and activates the school ICS Team. The Incident Commander will collaborate with the Region, LASPD, and local authorities to determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The required primary and back-up off-site relocation sites are indicated on the Vicinity Map in the Integrated Safe School Plan. Teachers and students will stay together during the evacuation.
2. The Incident Commander will decide if it is more efficient to have classes systematically report first to a gathering point/staging area on campus, such as the auditorium, and evacuate everyone off the campus from that single location.
3. The Incident Commander will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We need to institute an off-site relocation. Teachers are to take their students, roll book, emergency supplies, and report to their designated off-site relocation point (or to the staging area, if evacuation will be by school bus instead of walking). Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited.”
4. If the site will be evacuating by school bus, the Incident Commander will activate the Transportation Support position to assist with planning and carrying out the evacuation, including the evacuation of necessary supplies to support the school at the relocation site.
5. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
6. The Incident Commander will appoint a team of available staff to sweep the campus and check every room/location to ensure that the entire campus is evacuated. Attendance for students and staff must be taken.
7. Once assembled off-site, teachers will take attendance again and students will stay in place with their teacher until further instructions are given.
8. The Incident Commander will make appropriate notifications to the District and parents, including signage on gates indicating the relocation destination.

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9. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.
10. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

6.10 Shelter in Place

This action is taken to place and/or keep students indoors to provide a greater level of protection from airborne contaminants in the outside air or other hazards. Shelter in Place is implemented when there is a need to isolate students and staff from the outdoor environment and may include the shutdown of classroom and/or building heating/air conditioning systems. During a Shelter in Place, no one should be exposed to the outside air.

The difference between Shelter in Place and Lockdown is that a shelter in place may involve the shutdown of heating and air conditioning (HVAC) systems and allows for the free movement of students within a building. However, students in bungalows and buildings with exterior passageways will have to remain in the classroom.

For situations that do not require the protective actions listed under Shelter in Place, a principal can implement an "Indoor Activities Schedule" to minimize outdoor student activity and to further protect school community from environmental discomforts. An Indoor Activities Schedule may be implemented at any time and for any reason that meets the needs of the school. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Exercises

Shelter in Place Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means of communication, i.e., sending messengers to deliver instructions. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We are implementing a Shelter in Place, due to an air quality issue. Students and staff are to remain inside the building away from the outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under exterior doors and around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.”
2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an

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alternative indoor location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office of the number of students in the room with them, their names, and the names of any student who are not accounted for.

4. Teachers are responsible for securing individual classrooms and the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil, plastic wrap, or laminated posters, if possible; and turn off any sources of ignition, such as pilot lights.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. The Incident Commander will monitor news media for information about the incident.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action. Online training about shelter in place is available on MyPLN in courses STEPS 204 and 404.

6.11 Student Reunification

Student reunification is implemented to reunite students with their custodial adult after a critical incident or disaster (a significant fire, natural disaster, violence, school bus accident, etc.) that prevents a normal school dismissal.

Reunification Procedures

1. The Incident Commander or designee will direct the Request and Reunion Gate Teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate.
3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.
4. Message runners will notify the Assembly Area Team of the student to be escorted to the Reunion Gate.
5. The Reunion Gate Team will check parent/guardian identifications, confirm student identity, and keep accurate records of students leaving the campus.
6. Members of the School Site Crisis Team may be asked to assist the Reunion Gate Team. If a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location and be informed of their child's condition away from others. It is suggested that a member of the School Site Crisis Team then stay with the parents and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place.

8. Members of other School Emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

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7. Threat and Hazard-Specific Annexes

The threat and hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in the functional annex need not be repeated in a threat or hazard-specific annex. These annexes were developed at the District level, based on risk analyses.

7.1 Active Shooter/Gunfire

More information is available in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools. Active shooter training for LAUSD schools is available from LASPD; contact them at (213) 625-6631 for inquiries and to schedule the training. If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

7.1.1 Active Shooter Procedures

1. Upon first indication of an active shooter, personnel should immediately notify the principal or designee, who becomes the Incident Commander.
2. The School Incident Commander (principal/designee) will initiate a lockdown, the recommended appropriate emergency function.
3. The School Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so.
4. The School Incident Commander activates the Incident Command (ICS) Team.

The Planning and Intelligence Team Lead will:

- Notify the Region Administrator of Operations and/or Operations Coordinator and request assistance.
- Prepare a message for parents to be sent on Blackboard Connect.
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.

The Operations Team Lead will:

- Ensure that perimeter gates are secured and that all students, staff, and visitors are safely secured behind locked doors.
- Begin the process of accounting for all students and staff.
- Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
- If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

7.1.2 Rapid Relocation Procedures

1. The School Incident Commander will:
    - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off-site relocation point is the preferred destination, if the route is safe. Note that all students/staff including those with access and functional needs should use the same route, which should be accessible to all, for relocation.
    - Inform the LASPD Watch Commander at (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
    - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
    - Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the LASPD Watch Commander will:
    - Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units and/or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex.
    - Dispatch an officer to the relocation point to advise and support the School Incident Commander.
    - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
    - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
    - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
    - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:

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- Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.
- Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
- Maintain a perimeter at the off-site relocation point between the school population and others.
- Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.

4. The Region Operations Coordinator will:
   - Connect with the School Incident Commander in person, by phone or radio and provide resources from the Region that might include the following:
     - Dispatch the Region Crisis Team to the school relocation point.
     - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
     - Send out a Blackboard Connect message to parents from the Region office with additional information.
     - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the Region office.
     - Assist with reunification.
5. The Triage Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the School Site Crisis Team to ensure notification of parents and family members of the wounded.
7. All media inquiries will be referred to the designated Public Information Officer.
8. The School Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All-Clear action.
10. The School Incident Commander will debrief with staff and school police officers.

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7.2 Aircraft/Vehicle Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property. If a crash results in a fuel or chemical spill on school property, refer to Section 7.4 Biochemical/Hazardous Materials as needed.

Aircraft/Vehicle Crash Procedures

1. The principal or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Section 7.4 Biochemical/Hazardous Material.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Triage Team will check for injuries and provide appropriate medical assistance.
8. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. A Region representative will call the Region Public Information Officer with information on this situation as appropriate.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen. Notify OEHS if it is a fuel or chemical spill and M&O if building or site damage.
10. The School Site Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an off-site relocation.
12. The Incident Commander will notify and update parents via Blackboard Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

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7.3 Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff.

Animal Disturbance Procedures

1. The principal or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, School Police (213) 625-6631, LA City Animal Services (888) 452-7381, and/or the Department of Fish and Game (888) 334-2258 and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or Triage Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents via Blackboard Connect if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.4 Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Common releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity to the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

- Multiple victims suffering from watery eyes
- Twitching
- Choking
- Loss of coordination
- Trouble breathing
- Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

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7.4.1 Substance Released Inside a Room or Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, School Police at (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. clothing, extra uniforms, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evaluate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.4.2 Substance Released Outdoors and Localized Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area

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upwind from the release. The Incident Commander will, as necessary, initiate the Shelter in Place or Evacuate Building action.

2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, School Police at (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. uniforms, extra clothing, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evacuate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training about Shelter in Place is available on MyPLN in STEPS courses 204 and 404.

7.4.3 Substance Released in Surrounding Community Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS team, and if they or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter in Place.
2. Follow all Section 6.10 Shelter in Place procedures.
3. The Incident Commander will call the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the nature of emergency.

4. The Incident Commander will monitor local news for information about the incident and notify the South Coast Air Quality Management District (SCAQMD) at 1-800-CUT-SMOG or 1-800-288-7664.
5. The school will remain in Shelter in Place until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training about Shelter in Place is available on MyPLN in STEPS courses 204 and 404.

7.5 Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a school bus field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch by radio or 1-800-LABUSES or the nearest school.

7.5.1 Bus Earthquake Procedures

1. The driver will initiate the Drop, Cover, Hold On action for all persons on the bus.
2. The driver will stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The driver will check for injuries and provide first aid as appropriate.
4. The driver will contact Bus Operation Dispatch to report the location and condition of students and the bus. Bus Operation Dispatch will contact and update the school principal and bus supervisors.
5. If it is safe, the driver will proceed to the nearest LAUSD school for possible shelter, upon arriving at the school, the driver is to notify the school principal or designee and remain with the children until further instructions are received from the principal or designee.
6. The principal or designee will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
7. The principal or designee will notify and update parents via Blackboard Connect.
8. If instructed by the Bus Operations Dispatch or designee to continue the route, the driver will:
    - If enroute to school, continue to pick up students.
    - If dropping students off, continue to do so, provided there is a responsible adult at the bus stop to receive students in Pre-K through second grade and a designated adult for students with an IEP.
9. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
10. The driver will account for all students and staff throughout the emergency.

7.5.2 Bus Flood/Flash Flood Procedures

1. The driver will NOT drive through flooded streets and/or roads.

2. The driver will take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, the driver will stay in place until help arrives.
4. The driver will contact and update Bus Dispatch to report location and condition of students and the bus. Bus Operations will update the school principal or designee and bus supervisor.
5. The principal or designee will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via Blackboard Connect.
7. In all instances, the driver will not attempt to cross damaged bridges or overpasses.
8. The driver will account for all students and staff throughout the emergency.

7.5.3 Serious Bus Crash or Bus Fire Procedures

1. The driver will park the bus in a safe location as directed by law enforcement or Transportation supervisor.
2. The driver will set the emergency brake and turn off the ignition.
3. The driver will initiate the Evacuation action for all persons on the bus in the event of a fire. Drivers should keep in mind:
   a. Bus fires can be controlled by using fire extinguishers.
   b. Most modern buses have an integrated fire suppression system to put out engine fires and can be activated by push of a button or automatically triggered by a fire.
4. When an accident occurs, the driver will check for injuries and provide appropriate first aid as deemed necessary prior to the arrival of emergency responders.
5. The driver will immediately notify School Bus Operations Dispatch if an accident has occurred. Injuries will be reported at that time as well as the exact location of the bus.
6. Upon notification of an accident with students on board a bus, School Bus Operations Dispatch will notify the California Highway Patrol (CHP) for assistance.
7. The driver will contact Bus Operations Dispatch to report any updates at the location and condition of the students. School Bus Operations Dispatch will then provide the necessary updates to District personnel.
8. The principal or designee will notify the Region Administrator of Operations and/or the Operations Coordinator of the incident.
9. The principal or designee will notify and update parents via Blackboard Connect.
10. The driver will stay with the disabled bus until help arrives.
11. The driver will account for all students and staff throughout the emergency.
12. The Bus Supervisor or other authorized user will open an iSTAR on the incident.

7.6 Demonstration/Walkout

A Demonstration/Walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized and may be unlawful. Students are sometimes encouraged by protesters (in person or via social media) to participate in a

demonstration as it passes by a school. Information is available in BUL-6320 Procedures for Handling Disturbances or Demonstrations on or Adjacent to School Sites.

Demonstration/Walkout Procedures:

1. Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the appropriate emergency function, which may include a modified Lockdown.
3. The Incident Commander will notify School Police at (213) 625-6631 to request assistance and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
6. If students attempt to leave the campus, inform students in the presence of adult witnesses that they should attend classes. Notify individual students that they risk consequences if they remain on campus but do not attend classes or if they attempt to leave campus. Remind students that if they persist in unlawful activities following ample warning and notice of suspension, they may be subject to disciplinary action. Note: No physical effort shall be made to prevent students from leaving the campus.
7. Students not participating in the demonstration/walkout should remain in their classrooms until notified otherwise by the Incident Commander. Teachers will close and lock classroom doors to protect students from a demonstration that becomes unruly. Students and staff should be protected from broken window glass by closing available window coverings.
8. The Planning and Intelligence Team's Documentation Unit should keep accurate record of events, conversations, and actions.
9. All media inquiries will be referred to the school's designated Public Information Officer, who will also monitor local news outlets and initiate further actions as appropriate.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
12. The Incident Commander should proceed using good judgement based on Law Enforcement or other legal input, in taking action to control and resolve the situation.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

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7.7 Disorderly Conduct

Disorderly conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the individual is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate. Information is available in BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) andBUL-5799 Threat Assessment and Management (Student-to-Student, Student-to-Adult, Student-to-School). Online training about threats is available on MyPLN in courses STEPS 208 and 408.

Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by the school administrator and/or School Police.
2. Staff will immediately notify the principal or designee.
3. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
4. The Incident Commander will call School Police at (213) 625-6631 and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the individual in a calm, non-confrontational manner and request they leave the campus. Avoid any hostile situations.
6. If the individual is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via Blackboard Connect, as necessary.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.8 Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The below procedures should be implemented in response to all earthquakes, regardless of magnitude.

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Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402. Other resources are available through the OEM and STEPS websites.

7.8.1 Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover, and Hold On. If your school is equipped with the ShakeAlert system which provides advance notice of an earthquake, you will Drop, Cover and Hold On upon receiving an alert through PA system.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
4. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students or any student that was left behind.
6. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
7. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
8. The Triage Team will set up the triage stations, check for injuries and provide appropriate medical assistance.
9. The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
10. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
11. The Incident Commander will contact the Region Administrator of Operations and/or Operations Coordinator to determine additional actions that may be necessary. If the School Emergency Status Report (SESR) is activated, school conditions will be reported through this tool. Region personnel will communicate conditions to the District's Emergency Operations Center.
12. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.

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13. The Incident Commander will contact the Area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any damaged areas will not be reopened until the Area Facilities Team provides clearance and the Incident Commander gives authorization to do so.
15. The Incident Commander may initiate a Relocation if warranted by changes in conditions at the school.
16. The Incident Commander will direct the Planning and Intelligence Coordinator or another authorized user to open an iSTAR on the incident.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.8.2 Earthquake during Non-School Hours Procedures

Note: These procedures should be followed only when some staff is on campus.

1. Upon the first indication of an earthquake, everyone on campus is to Drop, Cover and Hold on. If your school is equipped with the ShakeAlert system which provides advance notice of an earthquake, you will Drop, Cover and Hold On upon receiving an alert through PA system.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.
   Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the School Police Watch Commander's Office at (213) 625-6631 that you are on campus before beginning a site assessment.
3. The Incident Commander should confer with the Region Administrator of Operations and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
4. If the school cannot be occupied, the Incident Commander and Region Administrator of Operations will determine an alternate location for affected buildings and programs, and the Incident Commander will notify staff members and parents via Blackboard Connect.
5. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.

7.9 Explosion/Risk of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

7. Threat and Hazard-Specific Annexes

7.9.1 Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On or Take Cover if outdoors in an open area.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will call 911 and School Police at (213) 625- 6631 and OEHS at (213) 241-3199 to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. The Region office will inform the Region Public Information Officer of the situation.
4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate emergency functions. Action may include Shelter in Place, Evacuate Building or Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
5. In the event of an evacuation, staff, and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. The Triage Team will check for injuries and provide appropriate medical assistance.
10. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
11. The Planning and Intelligence Team Lead will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.
13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the Area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
15. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.
16. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.

17. The Incident Commander may initiate a Relocation if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.2 Risk of Explosion on School Property Procedures

1. If a school is notified by authorities of the risk of an explosion, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff, and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and School Police at (213) 625-6631 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the fire department arrives.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Lead will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
9. The Incident Commander will notify and update parents via Blackboard Connect.
10. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
11. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
12. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to School Police and the Region Administrator of Operations.
13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate a Relocation, if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.3 Explosion or Risk of Explosion in Surrounding Area Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place response action.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. The Incident Commander will notify and update parents via Blackboard Connect.
6. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
7. The school will remain in a Shelter in Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure waves, expanding fireball, and subsequent radioactive fallout. More information about incidents involving radioactive material is available in the resource In The Event of a Nuclear Incident: A Reference for Schools and on MyPLN in courses STEPS 205 and 405.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.
3. The Incident Commander will notify 911 and School Police at (213) 625-6631 and provide details on the area and personnel affected at the school.
4. After the initial blast, ICS teams should provide medical assistance and extinguish small fires as needed.
5. The Incident Commander will ensure the prompt relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
6. The Security/Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan in the ISSP for gas supply shut-off valve) and fans in the area; close and lock exterior doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; cover windows, seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.

8. The Incident Commander will notify and update parents via Blackboard Connect.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
11. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
12. The school will remain in Shelter in Place until the Los Angeles County Department of Public Health or other appropriate agency ends the Shelter in Place or issues relocation instructions. Authorities may advise relocation.
13. The Planning and Intelligence team will complete a School/Site Preliminary Damage Report and transmit it to School Police and the Region Administrator of Operations.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.5 Explosive Device Threat/Suspicious Package

Response to an explosive device threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call, email, social media, or other means that may present a risk of an explosion. Information is available in the BUL-6460 Explosive Device Threats and Suspicious Devices.

7.9.6 Explosive Device Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
    - Nature of threat on phone line
    - Name of school
    - Phone number of line receiving threat
    - Name and contact information of staff member
2. The person answering the threat call should immediately inform the principal, and then use the Explosive Device Threat Form to gather and record information about the call.

Explosive Device Threat Form Questions include:

- Where is the explosive device (building, location)?
- When is it going to explode?
- What kind of explosive device is it? What does it look like?
- Who set the explosive device? Why was the explosive device set?
- What can we do for you to keep the explosive device from exploding?
- What is your name?
- How old are you?
- Where do you live?
- How can you be contacted?

7. Threat and Hazard-Specific Annexes

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:

- Caller Characteristics:
  - Gender
  - Age
  - Accent
  - Slurred/impaired speech
  - Recorded/disguised voice
  - Familiarity
  - Irrational/incoherent
- Background Noise:
  - Traffic
  - PA System
  - Typing
  - Other

3. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls School Police at (213) 625-6631 who will advise the school. In most cases, School Police will direct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with School Police, will determine the appropriate emergency functions, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
4. If the school discovers unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, report the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.
5. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. No attempt should be made to investigate or examine a discovered suspicious object.
7. The Incident Commander will notify and update parents via the District's mass notification system.
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. After the search, the Incident Commander will consult with Law Enforcement to determine any alteration to the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
10. When a suspicious object or explosive device is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.
11. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.

12. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
13. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
14. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
15. After the incident is over, the Incident Commander will complete the Explosive Device Threat Report, submit a copy to LAUSD at wcoffice@lapsd.com, submit a copy to Region Operations, keep a copy at the school site, and upload it to the iSTAR created for the incident.

Explosive Device Threat – Other Means

If an explosive device threat is received via letter, email, social media, or other means, the principal will consult with LASPD to determine a course of action. The principal will make the appropriate notifications and take other actions as described above in Section II, Procedures for Explosive Device Threat – Telephone, D-P, as necessary.

7.9.7 Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the principal or designee should be immediately alerted.
2. The principal or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security/Utilities Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for

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any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.

11. The School Site Crisis Team will convene and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
13. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete only section II (Report by Principal) of the Explosive Device Threat Report, submit a copy to LASPD at wcoffice@laspd.com, submit a copy to Region Operations, keep a copy at the school site, and upload it to the iSTAR created for the incident.

7.10 Fire

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

7.10.1 Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Online training about fires is available on MyPLN in courses STEPS 201 and 401. Online training about fire alarm systems is available on MyPLN in course STEPS 418.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The Incident Commander will call 911 and School Police at (213) 625-6631 and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the fire. Region personnel will contact the Region Public Information Officer with information on this situation.
5. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.

7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify OEHS at (213) 214-3199 that a fire occurred.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
12. If needed, the Logistics Team Lead will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
13. Any affected areas will not be reopened until the Los Angeles City or County Fire Department, or appropriate agency provides clearance, and the school administrator issues authorization to do so.
14. For fires during non-school hours, the Incident Commander and the Region Administrator of Operations will determine if the school opens the following day.
15. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the “fire is out.”
16. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.10.2 Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school or a wildfire that impacts the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Shelter in Place, Evacuate Building or Relocation.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The HazMat/Fire Team will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Exercises.
6. In addition, the principal can determine air quality by accessing the Los Angeles Unified Know Your Air Network. The network consists of 200 air quality sensors deployed at

school sites and facilities throughout the entire 710 square-mile district to show local conditions in real time. Every school in Los Angeles Unified has a network sensor nearby (within approximately 1.6 miles), allowing all schools to determine air quality by looking at the nearest sensors. The network can be accessed at https://www.lausd.org/knowyourairnetwork.

7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. Region personnel will call the Region Public Information Officer with information on this situation.
8. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
9. The Incident Commander will notify OEHS at (213) 241-3199 of the fire.
10. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
12. The Incident Commander will notify and update parents via Blackboard Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
14. If needed, the Logistics Team Lead will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
15. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will update the school community.

7.11 Food/Beverage/Water Contamination

This procedure should be followed if site personnel report suspected contamination of food or beverages served for the various food programs. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or beverage supplies, or if notified of possible food contamination by Central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses. Online training about food safety is available on MyPLN in course STEPS 417.

Note that the Food Services Division will support with the procedures related to food and beverages that they serve.

Suspected Contamination of Food/Beverage/Water Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will isolate and secure the suspected contaminated food/beverage/water to prevent consumption, and will restrict access to the area.

2. The Incident Commander will notify:
   - 911
   - School Police (213) 625-6631
   - County Department of Health Services (213) 974-1234
   - Office of Environmental Health and Safety (213) 241-3199
   - Food Services Division (213) 241-2993 or (213) 241-6419
   - District Nursing Services (213) 202-7580
   - Region Administrator of Operations and/or Operations Coordinator
3. The Planning and Intelligence Team Lead will make a list of all potentially affected students and staff and provide the list to responding authorities.
4. The Triage Team and/or school nurse will assess the need for medical attention and provide medical assistance as appropriate.
5. The Planning and Intelligence Team Lead will maintain a log of affected students and staff and their symptoms, the food/beverage/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Incident Commander will confer with the Los Angeles County Department of Health Services before resuming normal operations.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

The Food Services Division will conduct their own investigation if the contaminated food/beverage originated from the cafeteria. A Quality Control Incident Form is completed by the cafeteria manager and submitted to a Nutrition Specialist at the Food Services Division central office within 24 hours. He/she reviews the form, notifies the vendor from which the contaminated food/beverage originated, and has a sample of it picked up from the school to undergo laboratory testing. The lab results take 2-5 working days. If tests show positive for food-borne illness, Food Services reports the findings through iSTAR and to OEHS for direction and follow-up.

For cases involving water contamination, as well as non-cafeteria food and beverage spoilage or contamination, OEHS will support the school with proper protocol.

7.12 Public Health Emergency

The District's pandemic strategic plan is available here: LAUSD COVID-19 Compensatory Education Plan.

A Public Health emergency involves an infectious disease outbreak or a pandemic which requires a large-scale emergency need for medical health care services. A pandemic is the worldwide spread of a new disease, according to the World Health Organization. A pandemic occurs when a new virus emerges for which there is little or no immunity in the human population, begins to cause serious illness, and then easily spreads person-to-person worldwide.

A Public Health emergency is often due to an influenza outbreak or other infectious disease that affects a school community. These incidents can also be more local and contained such as a suspected tuberculosis or measles outbreak at a school. During a suspected Public Health emergency, the principal or designee will consult with District Nursing Services at (213) 202-7580 and Student Medical Services at (213) 202-7590. Online training about Public Health emergencies is available on MyPLN in course STEPS 416.

During a large-scale Public Health emergency, the District will mobilize designated staff for a uniform, systemic, and comprehensive response. Both District and local level Operations staff will serve a critical role in gathering and dissemination information and supporting schools. L.A. Unified recognizes the authority of the Los Angeles County Public Health Officer in matters related to a disease outbreak or other Public Health crises and will work cooperatively with the Health Officer to prevent, mitigate, and respond to cases. The Health Officer and Public Health disease control specialists will evaluate the local situation and determine actions necessary to control the disease outbreak in schools and in the community. Health Officer Orders, guidelines and instructions will be continually revised and updated as the outbreak is tracked in the county. Illness may spread rapidly or slowly, may vary among communities locally, nationally, and worldwide, and the outbreak may persist over several months or even years.

During Public Health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that Public Health emergencies can create a great deal of anxiety and misinformation. Specific details and updates including mitigation efforts and County orders will be provided on an ongoing basis as events evolve and directives change. It is imperative that the most updated information be sought and implemented. These will be shared through multiple means, including email, Blackboard Connect messaging, KLCS, official District social media, virtual town halls, or other forums.

In a disease outbreak or pandemic, information materials may include:

- Letters to parents, teachers, and staff with instructions and risk communication information as issued by the Public Health Department’s Health Officer.
- Brochures, infographics, and other informational materials.
- Frequently Asked Questions (FAQs).
- District webpages, maintained with links and updated information as knowledge evolves about the pandemic.

Healthy Habits to Reduce Public Health Emergency Impact

Schools can reduce the impact and spread of an infection by reinforcing basic healthy habits. Follow and promote the below practices and be aware that additional specific measures may be required to address the circumstances of the public health emergency. These practices include:

- Wash hands often. Require that all employees and students wash their hands with soap and water for at least 20 seconds after visiting the restroom or changing diapers/toileting, before and after eating and after handling animals or animal waste. If soap and water are not available, schools can purchase approved sanitizer from the

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District Warehouse. Schools must stock adequate hand-washing supplies for all restrooms.

- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity.
- Get vaccinated. Vaccination can drastically reduce the chance of contracting many diseases.
- Routinely clean and disinfect surfaces. Cleaning with soap and water removes dirt and most microorganisms. Using a disinfectant kills additional disease-causing germs. All common surfaces should be disinfected frequently with an approved product. A list of District-approved products is available through the LAUSD's Office of Environmental Health and Safety website.
- Stay at home if you are ill or have signs or symptoms of an infection. Students who become ill while at school should be sent home as quickly as possible. Note that for some infectious diseases, infected individuals may not present any symptoms or symptom manifestation may be delayed.
- Exclude from all school activities students and staff who are symptomatic. In the event of any Public Health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with noticeable symptoms such as an elevated temperature, cough, runny nose, or other symptoms common for that outbreak, should be separated from the general school population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian.
- Handle and prepare food properly. Buy and refrigerate perishable foods quickly. Store food properly. Wash hands, kitchen surfaces, and utensils while preparing food. Wash raw foods and vegetables.
- Avoid exposure to all blood and other body fluids. Use gloves and practice thorough and frequent handwashing.
- Waste Disposal: Schools should carefully dispose of waste. A container lined with a biohazardous bag marked with the international biohazardous symbol is recommended for disposal of waste containing blood or any bodily fluid spills that may contain blood. This waste should be double-bagged. If needles, syringes, or lancets are used in the school setting, arrange for an appropriate Sharps container. The container must have the proper Sharps waste label attached. Place intact needles and syringes in the designated Sharps container. Do not bend or break needles. Do not recap needles. Once sharps containers are ¾ full, it needs to be closed and disposed of into a consolidated bin. On site medical staff are responsible for disposing sharps container(s) into labeled sharps consolidation bin. Contact Nursing Services for directions about disposal of these types of contaminated materials. Also reference OEHS' Disposal Procedures for Hazardous Waste and Universal Waste (REF-4149 Disposal Procedures for Hazardous)

To assist in planning for an outbreak, schools can use the Essential Functions for Continuity of Service Form. Once the template has been filled out for all critical employees and functions, the form should be saved and printed out to go in the Integrated Safe School Plan binder.

Continuity of Service. The District is responsible for maintaining continuity of school functions during a prolonged school closure or during periods of increased absence of administrative staff and teachers. It must develop a continuity of operations system for essential central office functions, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms). Each school, and all District offices, should have a Continuity of Service Plan in place and begin any necessary cross-training or information exchange in preparation for any possible pandemic, including influenza. The District Continuity of Service Plan template for schools can be accessed here: Essential Functions for Continuity of Service at School.

Activate the school's Continuity of Service Plan in the event of a wide-scale or pandemic-related illness, as critical school employees could be absent for days, weeks, or months, while others may work remotely. Such a reduction in available staff may challenge the continuity of school operations and services because there may not be enough substitutes for absent employees. Site administrators must consider how to carry on school operations without, for example, their Payroll Clerk, Plant Manager, Cafeteria Manager, Coordinator, or Assistant Principal, as well as how school operations will change if students and staff are learning and working remotely. Every school should have a plan to make sure that important tasks normally performed by critical employees can still be completed when those employees are absent. School sites should have at least two people to fill in for missing critical coworkers.

Once the school's Continuity of Service Plan has been completed/updated for all critical employees and functions, the form should be saved and printed out to go in the Integrated Safe School Plan binder.

Continuity of instruction. During major health emergencies, students may be absent for weeks or even longer periods of time. School dismissal, closures, or capacity limitations are possible mitigation strategies which may be implemented to lower the risk of infection. In the event that there is a closure of a classroom or a school, each school should follow its Continuity of Service Plan, which should address how the school will provide students with learning activities during the period of closure. Activities could include but are not limited to: digital learning, online resources, reading activities, writing assignments, and worksheets. Schools should ensure that students have the necessary technological resources to promote educational equity.

The Division of Instruction (DOI) will establish alternate modes of learning in the event of a large-scale learning disruption to the district. DOI will provide direction and information to administrators and facilitate the alternate learning process.

Instruction may need to be provided remotely and/or online. Schools and teachers should have lesson plans for students who will be home for extended periods of time, as well as multiple

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means of communicating lesson content to students and parents. Schools should ensure that students have necessary instructional materials and appropriate access to technology. Lesson methods may include the following:

- Using online learning tools and online classroom applications
- Allowing students to take home schoolbooks and class materials
- Posting lesson on school websites with materials
- Using Blackboard Connect telephone messages to homes
- Using KLCS Channel 58 programming
- Using other approved internet education websites
- Mailing home printed materials
- Having printed materials available for families to pick up at school, if safe to do so

As the potential for infection decreases, the District may institute a hybrid learning model which combines students attending school in person, with others learning remotely. There may be additional strategies for the community and workplace that include placing limits and/or canceling large public gatherings (e.g., athletic competitions) or altering work environments or schedules (e.g., staggered office work schedules or telecommuting). School administrators and employees should be prepared for these possibilities.

Reopening. When the risk subsides, the District will consider Public Health guidance, scientific research, and local-level factors to implement a partial, incremental, or total return to normal operations. Any such decisions will be communicated to and coordinated with regional leadership who will then communicate with school sites.

The District will work with local-level offices to provide guidance to schools such as: campus cleaning and other pandemic-related safety procedures; student academic assessment, academic intervention, and grading; mental health services for students and employees; assessing students with disabilities in reviewing, revising, or creating IEPs; remediation, if the school was used for emergency operations; and accounting for students who do not return to school.

Considerations for Emergency Preparedness

Based on the nature, scale, and duration of the pandemic, as well as whether any in-person instruction is/may be taking place, school administrators should plan for a potential need to address the following, as applicable:

- Schools are expected to conduct all required emergency drills with each campus cohort during hybrid learning. Schools that have groups of students rotating through campus will need to hold drills for each schedule. Drill frequency table is available at http://lausd.org/drills.
- Submit emergency drill evaluations separately for each cohort.
- Conduct an ISSP review to update staffing and ensure that everyone with an emergency role will be working in person.
- Develop contingency plans for handwashing during disasters or during a loss of water on campus. Identify any outdoor handwashing stations that may be used during a disaster.

- Evaluate any designated outdoor isolation/quarantine areas for potential use for the same purpose during emergencies requiring evacuation. Consider: distance from buildings (building damage/rubble), reasonable distance from assembly area, line of sight (preferable), and communication between areas. If the existing areas are not suitable, identify isolation and quarantine areas near the assembly area for any students or employees who present symptoms and need to be isolated or quarantined. Assign staff to monitor these areas as needed.
- Identify alternate indoor spaces to use during lockdowns and shelter-in-place incidents/drills for each outdoor isolation and quarantine area and for outdoor classrooms, if any.
- Evaluate current assembly area and determine potential need to redefine or expand it to accommodate appropriate physical distancing; if necessary, establish a larger assembly area that will allow for proper social distancing.
- Establish the expectation that teachers should bring classroom hand sanitizer when evacuating.
- Inventory current emergency supplies and evaluate supply needs in classrooms, offices, and the emergency bin, including those specifically needed due to the nature of the outbreak/pandemic, including PPE for any parents/guardians who show up to collect their child at the request/reunion gates.
- Ensure that all staff are aware of and practice revised emergency procedures.
- Discuss changed/additional emergency actions during professional development and parent meetings.
- Consider communications, such as through Blackboard Connect, to share key details of the modified emergency plan with parents/guardians, including expectations at the request and reunion gates.
- Review with students the additional emergency actions they will need to take. If these measures are new to the emergency response process, teachers and support staff should monitor and support students as they follow these protocols to facilitate proper implementation.

Additional Considerations

The following can facilitate the prevention and/or mitigation of outbreaks/pandemics.

Health Education Messages: Health education materials are critical because the impact and spread of a virus can be reduced or eliminated by training and education. Health education will also mitigate fear and reduce behavior or actions that will be disruptive to school activities. Education is also important as knowledge and mitigation strategies can change when dealing with a novel virus. As knowledge evolves, schools must ensure proper updates are followed and shared. Everyone at school should follow and help reinforce safe and healthy hygiene practices with students and the rest of their school community.

Alternative Use of District Buildings: School administrators and employees shall be aware that the LACDPH or other government entity may ask to use schools as Points of Distribution (PODs) in response to an outbreak. They may use a large room, such as the gym, to vaccinate or

distribute medication to the community or they may use a school parking lot to distribute food or other basic necessities. If LACDPH asks to use schools as PODs, OEM and the Region will work with site administration at selected sites to coordinate the activity. The Superintendent may also decide to use our own facilities to provide similar services to our school families and community.

Additional Responsibility of School Administrators: Administrators should prepare to facilitate the following, depending on the nature and scale of an outbreak/pandemic:

- Collection and submission of data on the numbers of students who are ill with a given disease.
- Visitation by LACDPH, which may visit schools to evaluate the implementation of Health Officer Orders and guidelines.

They may use its emergency reporting platform, School Emergency Status Report (SESR) or other resources to help track and report staff and student attendance or other metrics. Schools must adhere to any temporary changes in attendance recording protocols to ensure proper reporting. During a pandemic, these systems can be used to help determine District absenteeism rates and inform decisions made by the District or Public Health Officer to strengthen, implement, maintain, or forecast protective measures.

7.13 Suicide Risk and Self-Injurious Behavior

Procedures for Responding to Students who Exhibit Suicidal Ideation/Behavior

The school administrator should ensure that all incidents of suicidal ideation and/or behaviors are properly assessed, in accordance with the guidelines and protocols indicated in the District's BUL-2637 Suicide Prevention, Intervention, and Postvention (Students).

Suicide is death caused by self-directed injurious behavior with the intent to die. Sometimes there may be a precipitating event, such as a break-up or recent death of a loved one, prior to the death by suicide. However, it is important to remember that suicide is a complex phenomenon that cannot be attributed to one single cause.

The primary purpose of a suicide risk assessment is to determine if a person of concern poses a risk to themselves. The following are general protocols and procedures for the administrator/designee, crisis team member, and/or STPL to respond to reports of students at risk for suicide.

There are four stages for the suicide risk assessment process:

- Stage I: Immediate Risk Reducing Interventions
- Stage II: Assess for Suicide Risk
- Stage III: Communicate with Parent/Guardian
- Stage IV: Implementing Action Plan

Within each stage, the urgency of the situation may dictate the order in which the subsequent protocols are followed and necessary.

For support and consultation, contact the Student and Family Wellness Hotline at (213) 241-3840 Monday - Friday.

In case of an emergency, call 911. For law enforcement and/or after-hours response, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.

7.14 Threat to Others

The school administrator should ensure that all threats are properly assessed, in accordance with the guidelines and protocols indicated in the District's BUL-5799 Threat Assessment and Management (Student-to-Student, Student-to-Adult).

For support and consultation, contact the Student and Family Wellness Hotline at (213) 241-3840 Monday - Friday.

In case of an emergency, call 911. For law enforcement and/or after-hours response, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.

Employees as Mandated Reporters of Student Threats or Perceived Threats

In accordance with CA E.C. § 49390-49395, all employees are mandated reporters of student threats or perceived threats to commit a homicidal act related to school or a school activity.

- An employee who is alerted to or observes any student threat or perceived threat to commit homicide, must immediately report the threat or perceived threat to the Los Angeles School Police Department (LASPD) at (213) 625-6631 or local law enforcement, as well as the site administrator.
- Upon receiving a report of a threat or perceived threat, the local law enforcement agency, with the support of the school site or local educational agency, shall immediately conduct an investigation.
- An investigation by law enforcement, including LASPD, is not a substitute for a multidisciplinary threat assessment team meeting.

Protocol for Responding to Threats of School Violence

A threat assessment should be conducted when there is a direct, clear, and plausible threat of serious physical violence toward another person or District site. Additionally, a threat assessment could be conducted if the totality of the circumstances warrants an assessment. In general, to evaluate a threat, the team should have as many details about the person of concern, including baseline behavior, worrisome behaviors, threats made, and relevant past behaviors. For example, information gathered can include specific details about the thoughts and planning of a specific threat. A lack of specific details may indicate that little thought has gone into the threat and the threat maker is just venting frustration or trying to frighten people. A threat that contains specific details about targets, weapons, locations, and motivation is much more likely to be carried out. The more detail contained in a threat, the more thought that has gone into the planning.

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The primary purpose of a threat assessment is to determine if a person of concern poses a risk of violence to the target(s) they have threatened. The following are general protocols and procedures for the administrator/ designee to respond to any reports of school violence or threats in schools, at District and school-related activities, and in areas within the District's jurisdiction.

There are four stages for the threat assessment and management process:

- Stage I: Immediate Risk Reducing Interventions
- Stage II: Information Gathering
- Stage III: Multidisciplinary Threat Assessment Team Meeting
- Stage IV: Implementing Action Plan

Within each stage, the urgency of the situation may dictate the order in which the subsequent protocols are followed and necessary.

7.15 Tsunami

A tsunami is a series of ocean waves that sends surges of water onto land. Waves sometimes reach heights of over 100 feet and can cause great destruction. Tsunamis are typically caused by large, undersea earthquakes, but may also be caused by underwater landslides or volcanic eruptions. Shaking events can generate a tsunami in the area where the shaking occurred with little warning time, or thousands of miles away, with several hours of warning time.

These procedures should be followed by the designated schools near the ocean or on field trips to or near the beach or when a distant or local shaking event has occurred and generated a tsunami. Schools located inside the known tsunami inundation area have a Tsunami Annex for their ISSP. All of the identified schools have been issued weather alert radios that send out tsunami advisories from the National Oceanic and Atmospheric Administration (NOAA). Information is available in the LAUSD REF 5435 NOAA Weather Radio All-Hazards Alerts.

Tsunami Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, Evacuate Building, or Relocation. If on a field trip, this duty is a responsibility of the lead teacher or administrator in charge of the field trip. The specific action will depend on how close the school is to the ocean, and how much time there is to act.
2. The Incident Commander or school Public Information Officer will monitor local news outlets for information such as evacuation notices and initiate further actions as appropriate. Schools in the Tsunami Inundation Zone have a NOAA weather alert radio with battery back-up in the Main Office.
3. If the Incident Commander issues the Evacuate Building or Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the area identified in the school's tsunami annex. The evacuation destination for a field trip should be to land that is at least 100 feet above sea level. Evacuees should stay away from coastal and low-lying areas. Waves may continue for several hours and travel several times faster than walking, running, or driving.

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4. In the event of an evacuation, teachers will take students rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
5. The Incident Commander will notify School Police at (213) 625-6631 and the Region Administrator of Operations and/or Operations Coordinator of the incident. Region staff will inform the Region Public Information Officer of the situation.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

* The above procedures are also followed for field trips on or near the beach if there is a threat of a tsunami.

7.16 Utility Failure

A utility failure is a situation involving a loss of water, power, or other utilities on school grounds.

7.16.1 General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to Section 7.10 Explosion/Risk of Explosion on School Property.
3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, or Evacuate Building.
4. The Incident Commander will notify the Area Maintenance and Operations (during business hours) or School Police at (213) 625-6631 (at all other days/hours) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. Area Maintenance personnel, working with the Incident Commander, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the loss of utility service.
7. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
8. The Incident Commander will notify and update parents via Blackboard Connect.

9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

7.16.2 Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many issues can be easily solved if the school has adequate emergency supplies:

1. **Bathrooms** - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the "flush." Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5-gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets and toilets lined with plastic bags generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs.

   Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and should be stored with the other emergency supplies.

   If portable toilets are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible toilets for students with specific needs. Mark at least two of the portable toilets for faculty use.

2. **Cafeteria** - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.

3. **Drinking Water** - Drinking water can be addressed in many ways. Water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often the utility provider or Maintenance and Operations will obtain bottled water for the school.

   If schools are using water from the emergency water barrels, they must re-chlorinate the water 30 minutes before it is made available for consumption. Details are available in the REF-5451 School Site Emergency/Disaster Supplies.

4. **Fire Suppression** - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. For complete and specific instructions, please see REF-1909 Procedures for Fire Protection Systems. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the fire department and alert and evacuate the building occupants. The fire department and the Office of Environmental Health and Safety at (213) 241-3199 must be notified. Logs must be kept, documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

   - Los Angeles City Fire Department (Valley) (818) 728-9922
   - Los Angeles City Fire Department (Los Angeles) (213) 978-3800
   - Los Angeles County Fire Department (323) 881-2455

   Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure they followed the Fire Code.

6. **Other Concerns** - At secondary schools, there may be a request to use the showers, which cannot be accommodated. The nurse may also ask for water to wash hands. They may be able to use waterless hand cleaner, but they will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for the nurse to use at the sink in the Health Office or provide bottled water.

7.16.3 Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. **Lights** - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to instruction; it is common practice for students to remain in classrooms during a power outage.

   Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning.

   Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs.

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Generators and rechargeable portable power stations are also used to supplement battery-powered medical devices for students with special needs.

In a prolonged power outage, the Maintenance and Operations Branch provides a generator to power the cafeteria. The cafeteria has food that needs to be kept at specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer.

2. **Students on Ventilators** - The students who use ventilators are provided with a small, portable generator rechargeable portable power stations to keep the ventilator battery charged during a power outage. Typically, these students are dependent on medical devices to live. Schools that have students who use ventilators and do NOT have a generator should immediately contact the Office of Emergency Management at 213-241-3889.
3. **Fire Alarms and Suppression Systems** - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. For complete and specific instructions, see REF-1909 Procedures for Fire Protection Systems. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, and be able to notify the fire department, and alert and evacuate the building occupants.

   The fire department and the Office of Environmental Health and Safety at (213) 241-3199 must be notified. Logs must document who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

   - Los Angeles City Fire Department (Valley) (818) 728-9922
   - Los Angeles City Fire Department (Los Angeles) (213) 978-3800
   - Los Angeles County Fire Department (323) 881-2455

   Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure that they abided by the Fire Code.

4. **Food Service** - The cafeteria staff may not be able to heat food without electricity or gas. If the loss of power is expected to last through nutrition or lunch or other meals provided at school, immediately contact your Cafeteria Manager and your Area Food Services Supervisor. They can arrange for food to be brought in from an off-site location. In a prolonged power outage, the Maintenance and Operations Branch will provide a generator to power the cafeteria. The cafeteria has food that needs to be kept specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer or the food will be transported to a neighboring school or the Pico Rivera Foods Warehouse.

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7.16.4 Loss of Communications Procedures

Schools regularly communicate with staff, parents, and other schools/offices using a variety of methods. Back-up methods of communicating must be identified for each system in case a primary communication system is not functioning. Communications systems may be inoperable or have intermittent service due to an issue that impacts only that system, result from an emergency or disaster that causes an outage of communications, or due to system overload when too many people try to use a system following a disaster. During some types of large emergencies/disasters, multiple communications systems may be down or unreliable.

A best practice is to send important communications by multiple methods (for example a voice message and a text or a newsletter that is emailed to parents and a hard copy sent home with students). It is essential to use multiple communications methods during a disaster to increase the likelihood that critical information is successfully received. The table below identifies some methods of communications commonly used by schools and which can be incorporated in a school's plan for loss of communication.

During a disaster, phone line and other communications systems use should be limited to essential information to minimize system congestion. Internet service and other data storage systems may also be unavailable during a disaster. Schools should maintain a list of key contacts downloaded onto devices and multiple copies of printed contact lists in the School Emergency Response Box.

Common School Communications Methods:

Communication Method	Information Types
Landline telephone	Live voice calls; recorded voice messages
Email	Written messages; digital print materials
Public address system	Live voice broadcast information to campus groups
Two-way radio	Live voice information to select campus group; emergency communications between designated schools and with LASPD; see the Emergency Radio Communications Reporting Tree for more details
Bull horn	Live voice information to campus group
Printed materials	Distributed in person
Runners/messengers	Live messages or distribution of printed materials
Cell phones	Live voice calls; recorded voice messages; text messages
LAUSD and school websites	Schedules and digital materials including policy, protocol, and other information
Connect	Automated outbound voice messaging, email, or text messaging to larger distribution groups
Social media	Written messages; digital print materials

Additional considerations for communications methods:

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1. **Phone Systems** - School PBX phone systems have a battery back-up because they run on computers. This allows the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside analog phone line that does not go through the PBX. If the PBX system fails, the fax line will still work, and schools should keep a single-line phone handset that can be plugged into this line during a loss of power or loss of phone lines. In the event of a major disaster such as an earthquake, these phone lines have been listed with the phone company as “essential service lines” and will be restored first.

   If a school must relocate off campus during an emergency, it can forward the main school number to an administrator’s cell phone if possible. This will allow the school to still receive incoming calls from the school’s landline phone.

   An increasing number of schools have telephones that operate using Voice Over Internet Protocol (VOIP) systems. These phones, and other equipment that uses VOIP, may not function during a loss of internet service.

   Additionally, schools may be able to use cloud-based telephone services using Amazon Connect, provided by the District. This allows the District to set up or forward critical phone numbers, including our schools’, to the cloud in the event of a local emergency or service disruption. School staff can take Amazon Connect calls from anywhere in the world using a computer or Chromebook with an internet service.

2. **Connect Mass Notification** - The Connect mass notification system is capable of sending voice, email and text messages during normal school operations. When a school experiences a loss of communication systems such as phones/internet, communications can still be sent through Connect.

   If only an internet connection is available, a Connect message can be created and sent. Email and text messages can be added to the message following the normal procedures. If a voice message is also desired, two options are available. The first is to utilize the text-to-speech function and to enter the script for the message into Connect. The system will then read the script when the message is delivered. This can be done for any of the languages. The second option is to record the audio message and to upload the file into the Connect message. If the audio can be recorded directly onto the device being used to setup the message (computer or smartphone), this will eliminate the need to transfer the audio file to a second device (e.g., recording the message on a smartphone and setting up the message on a computer requires that the audio file be transferred to the computer [via email or text]). Connect messages can be set up on a Smartphone with internet connectivity using the phone’s browser (www.finalsiteconnect.com).

   If no internet connection is available but access to any phone is available, a message can be sent out using the Connect Dial-In Messaging Card. Each Connect user account has the option to create a Dial-In Messaging Card with PIN security (Visit

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https://bbc.lausd.net and click on the “Dial-In Messaging Tutorial” FAQ for instructions on using the Dial-In Messaging Card).

3. **Two-Way Radios (Internal School Communications and External Emergency Communications)** - Each school has a two-way radio system that allows the school to communicate with people on that campus for daily, ongoing critical communications, and during emergencies with a neighboring campus, and directly or indirectly with School Police. Systemwide failure of the radio network is possible, but less likely to fail in an emergency than landline or cellular phones. The radios are battery powered and will still operate during a power outage or when phone systems are down. As long as the radio batteries are charged and working, schools will be able to communicate within their campus or to a nearby campus or with School Police. Schools should keep extra radio batteries, a spare radio charger and a portable power pack with the school’s emergency equipment.

   Plan for a Loss of Water:
   Toilets: PORTABLE TENT AND BUCKET
   Drinking Water: WATER BARRELS
   Food Service: CAFETERIA HAS FOOD FOR 72 HOURS
   Fire Suppression System (if applicable): FIRE EXTINGUISHERS

   Plan for a Loss of Electricity:
   Ventilation: BACKUP UNIT
   Electric Lights: BACKUP UNIT

   Plan for a Loss of Natural Gas:
   Food Service: DRY FOOD

   Plan for a Loss of Communication:
   Telephone Service: FAX LINE
   Intercom: Bullhorn

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7.17 Weather

Schools may implement general inclement weather procedures during heavy rain, flooding, hail, or high winds. More information is available in REF-5706 School Procedures During Inclement Weather, REF-5435 NOAA Weather Radio All-Hazards Alerts, and BUL-963 Guidelines for Preventing Heat Stress.

7.17.1 General Inclement Weather Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency actions which may include Indoor Activities Schedule, Shelter in Place, Evacuate Building, or Relocation. NOTE: Inclement weather may block or impact routes to/from school and may necessitate an off-site evacuation even if the school itself is relatively unaffected. The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Emergency Exercises.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will describe the nature and extent of the incident.
3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the emergency situation. Region personnel will call the Office of Communications with information on the situation.
4. The Incident Commander will direct the Security/Utilities Team or other available staff to secure any lightweight, unstable, or fragile items on campus and bring indoors any equipment that may become damaged by weather conditions.
5. The Incident Commander or school Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
6. If the Incident Commander issues the Evacuate Building or Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
8. The Triage Team will monitor students who were exposed to adverse weather conditions (such as extreme cold, heat, or rain) as necessary.
9. The Planning and Intelligence Team will consider the impact of weather (including travel) on field trips and extracurricular activities and advise the Incident Commander if activities should be curtailed.
10. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
11. The Incident Commander will notify and update parents via Blackboard Connect.

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12. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.17.2 Rain Procedures

Rain can cause sudden or gradual flooding, impede driving conditions, and/or be accompanied by lightning. Before every rainy season, school plant managers should be reminded to:

- Check all ground-level drains and drainage areas to make sure they are free of debris and work properly. Clogged drains should be reported for repair since they can cause flooding and building damage.
- Inspect roof scuppers and drains to make sure they work properly.
- Request sandbags and plastic sheeting from the operational area that can be used to divert water away from doors.

Flood/Flash Flood

A Flash Flood may accompany rain or may appear suddenly as a result of storm conditions elsewhere in Southern California and may impede driving.

Hail

Hail can damage buildings and equipment, possibly injure students or adults (depending on the size of the hailstones) and may be accompanied by unusually cold weather.

Landslide/Debris Flow

Landslides can be caused by a variety of factors including earthquakes, storms, fire, and by human modification of land. Landslides can occur quickly, often with little notice. In a landslide, masses of rock, earth, or debris move down a slope.

Debris and mud flows are rivers of rock, earth, and other debris saturated with water and develop when water rapidly accumulates in the ground, during heavy rainfall or rapid snowmelt. They can flow rapidly, striking with little or no warning, and may travel several miles from their source, growing in size as they pick up trees, boulders, cars, and other materials.

Thunder/Lightning

All thunderstorms produce lightning and are dangerous. Stop all outdoor activities and move activities indoors if you hear thunder or see lightning. Wait 30 minutes after the storm to resume outdoor activities.

Wind

High winds can create power outages, knock down trees and utility lines, and remove exterior building materials (such as gutters and shingles). Caution should be taken in areas where pop-up canopies, dining table umbrellas, tree branches or other objects may become airborne and exposed to wind damage. Students and staff should be kept away from these areas while high winds are present.

7.17.3 Funnel Clouds/Tornado Procedures

Funnel clouds and tornadoes are possible in the Los Angeles area. If a funnel cloud is sighted or a tornado warning is issued, immediately move all students indoors. Basements offer the best protection. Schools without basements should use interior rooms and hallways on the lowest floor, away from windows and other sources of glass. Rooms with large roof spans (e.g., gymnasiums, cafeterias, and auditoriums) offer little or no protection from tornado-strength winds. Students should sit facing an interior wall, elbows to knees, with hands over the back of their heads, and remain in position until an all-clear is sounded.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency function, Shelter in Place.
2. The Incident Commander makes the following announcement over the PA system or an alternate method of communication: “Your attention please. We are implementing an Indoor Activities Schedule, due to severe weather. Students and staff are to remain inside the building away from windows. Sit on the floor, face the wall, and protect your head with your arms. All students and staff that are outdoors are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.” NOTE: The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Emergency Exercises.
3. If indoors, teachers will keep students in the classroom until further instructions are given.
4. If outdoors, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office with the number and names of students in the room with them.
5. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will describe the nature and extent of the incident.
6. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the emergency situation. Region personnel will call the Region Public Information Officer with information on the situation.
7. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
8. Teachers will take attendance to account for students and notify the office of missing students.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will initiate a Relocation if warranted by changes in conditions.

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12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.17.4 Heat Procedures

The intensity of exercise activities must be limited or modified whenever the Heat Index is above 95°. Details are available in BUL-963 Guidelines for Preventing Heat Stress. A useful resource that calculates the heat index and offers heat safety tips is the OSHA smartphone app, the OSHA Heat Safety Tool. For information specifically geared towards employees, the California Division of Occupational Safety and Health provides a website with valuable information to help protect employees from heat-related illnesses at http://www.dir.ca.gov/DOSH/HeatIllnessInfo.html.

Modifying Athletic Activities During Excessive Heat

During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports:

- Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged.
- Staff and all personnel supervising physical activities, including Youth Services personnel, should observe students during activity periods and modify activities. Students known to have health problems should be closely observed and their activity modified or restricted.

Strategies for Preventing Heat Stress During the School Day

- A “cool room” should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the “cool room” should be available for use at all times during the school day.
- Hold events indoors with air conditioning when possible. Shade should be made available in outdoor areas.
- Use current medical health history to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:
  - Students with history of previous heat illness
  - Students with current illnesses and/or health sensitive medical conditions
  - Students who have experienced recent injuries

7.17.5 National Weather Service Hazardous Weather Alert Definitions and Procedures

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets. More information is available in the REF-5435 NOAA Weather Radio All-Hazards Alerts and at https://www.lausd.org/noaa.

Watch - when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. A “watch” is intended to provide enough lead-time to set

emergency plans in motion. A watch means that hazardous weather is possible, and schools need to listen for later information and possible warnings. If a weather watch is issued, schools in the affected area should:

- Review the ISSP and confirm staff assignments for emergency positions
- Consider if field trips and extracurricular activities should be adjusted/cancelled
- Review Blackboard Connect emergency contact lists for staff and students
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Inspect the campus for conditions that could cause damage

Advisory - issued when a hazardous weather event is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience. If caution is not exercised, conditions could lead to situations that may threaten life or property. If a weather advisory is issued, schools in the affected area should:

- Review the ISSP
- Check emergency supplies
- Consider if extracurricular activities, field trips, and after-school programs should be adjusted/cancelled
- Plan for a modified activity schedule
- Move outdoor equipment out of harm's way
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Check school site for hazards and exposures that can be mitigated
- Send a Blackboard Connect message if extracurricular activities may be impacted

Warning - issued when a hazardous weather event is occurring, imminent or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action. If a weather warning is issued, schools in the affected area should:

- Activate ISSP
- Stage emergency supplies in a location protected from weather
- Send Blackboard Connect message, update school website, and school social media accounts to notify parents
- Notify Region Operations of actions
- Take proactive steps to protect students and staff
- Cancel activities, field trips, and after-school programs if expedient to do so

8. Appendices

Contacts

NAME	PHONE
Air Quality Management District	(909) 396-2000
American Red Cross Public Information	(310) 445-9900
Animal Services – L.A. City	(888) 452-7381
Blackboard Connect Client Care	(866) 435-7684
Building Inspection – L.A. City	(888) 524-2845
Bus Dispatch - LAUSD	(213) 580-2900
Cal Trans Road Closures	(800) 427-7623
California Highway Patrol	(800) 835-5347
Department of Mental Health ACCESS – L.A. County	(800) 854-7771
Department of Public Health – L.A. County	(213) 240-8117
Department of Transportation (LADOT) - Traffic Signals LA City	(213) 485-4181
Department of Transportation (LADOT) - Traffic Signals LA City VALLEY	(818) 752-5100
Department of Water and Power (DWP) – L.A. City	(800) 342-5397
District Nursing - LAUSD	(213) 202-7580
Division of School Operations- LAUSD	(213) 241-5337
Fire and Medical Emergencies	911
Health Services – L.A. County	(800) 427-8700
Information Line - L.A. City	311
Information Line – L.A. County	211
LASPD School Police Watch Commander - LAUSD	(213) 625-6631
Region East - LAUSD	(323) 224-3100
Region North - LAUSD	(818) 654-3600
Region South - LAUSD	(310) 354-3400
Region West - LAUSD	(310) 914-2100
Office of Communications - LAUSD	(213) 241-6766
Office of Emergency Management - LAUSD	(213) 241-3889
Office of Environmental Health & Safety - LAUSD	(213) 241-3199
Park Rangers Hotline – L.A. City	(323) 644-6661
Recreation and Parks – L.A. City	(213) 978-4670
Sanitation: Refuse Collection – L.A. City	(800) 773-2489
Sanitation: Sewer – L.A. City	(213) 485-7575
Sanitation: Storm Drain/Stormwater Hotline L.A. City	(800) 974-9794
School Mental Health - LAUSD	(213) 241-3840

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8. Appendices

Sewer Maintenance – L.A. County (Non-L.A. City)	(800) 675-4357
Southern California Edison - Non-L.A. City	(800) 611-1911
Southern California Gas Company	(800) 427-2200
Storm Damage/Mud Slide Reports – L.A. City	311
Street Lighting – L.A. City	311
Student Health and Human Services- LAUSD	(213) 241-3840
Student Medical Services - LAUSD	(213) 202-7584

8. Appendices

Hospitals (Nearest Pediatric Emergency Room [Up to Age 20])

Name: St. Francis Medical Center
Address: 3630 E. Imperial Hwy.
City and Zip: Lynwood, CA 90262
Phone: (310) 900-8900

Nearest Pediatric Emergency Room Backup (up to age 20):
Name:
Address:
City and Zip: , CA
Phone:

8. Appendices

School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency.

TITLE	NAME	WORK NUMBER
Principal	SEQUEIRA, WANDA	(323) 826-3900(323) 568-3100
Assistant Principal 1	GURUBEL, JAZMIN	(323) 826-3979
Assistant Principal 2		
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	DEHUMA TRIANA, PATRICIA	(323) 826-3904(323) 826-3900
Cafeteria Manager	ARCIGA, MARTINA	(323) 826-3905
Financial Manager	RODRIGUEZ TREJO, SOCORRO	(323) 826-3900
Plant Manager	ESCARZAGA, JAIME	(323) 826-3900
Custodian	ALMANZA, JESSICA	(323) 826-3904
Custodian Closest to Site	ESCARZAGA, JAIME	(323) 826-3900
First Person on Campus in AM	ESCARZAGA, JAIME	(323) 826-3900
Last Person on Campus in PM	ESCARZAGA, JAIME	(323) 826-3900

8. Appendices

Charter School Emergency Contacts Chart - MAGNOLIA SCIENCE ACADEMY BELL @ SOUTH REGION MS #2A

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:		
Title/Role	**Name**	**Work Number**
Principal	PRADO, ARTURO	(323) 826-3929
Assistant Principal 1		
Assistant Principal 2		
Administrative Assistant		
Financial Manager		
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM		
Last person on campus in PM		

8. Appendices

LAUSD Disaster Supply Inventory

Kit	# In Bin	Required Quantity		Commodity Code
Disaster Emergency First Aid Kit		1 per every 400 students		3453248292
Disaster First Aid Kit Itemized List	# In Kit ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Antibiotic Ointment*		3 box (25 ea/box)	yes	
Antacid/Nausea/Diarrhea Tablets, Bismuth Subsalicylate*		3 box (30 ea/box)	yes	
Antiseptic Wipes*		1 box (100 per box)	yes	
Aspirin Tablets*		1 box (50 pk/2 ea/pkg)	yes	
Non-Aspirin Tablets*		1 box (125 pk/2 ea/pkg)	yes	
Hand Cleaner 4oz Waterless*		2 each	yes	
Cold Pack*		1 pkg (16 ea/pkg)	yes	4750954200
Saline Solution*		2 bot (500 ml bot)	yes	
Petroleum Jelly*		1 pkg (3 ea/pkg)	yes	1751341305
Diphenhydramine Tablets*		1 pkg (50 ea/pkg)	yes	
Hard Candy Glucose Tablets*		1 pkg (20 ea/pkg)	n/a	
Cotton Tip Applicators		1 pkg (100/pkg)	n/a	4752711099
Adhesive Bandage		2 box (100 ea/box)	n/a	4750904064
Butterfly Closure, Large		1 box (100 per box)	n/a	4750905080
Elastic Bandage 2”x4.5 yds		3 rolls	n/a	4750917057
Elastic Bandage 3”x5 yds		3 rolls	n/a	4750904020
Triangular Bandage		1 pkg (4 ea/pkg)	n/a	4750943698
Emesis Basin		2 each	n/a	
Mylar Emergency Blanket		12 each	n/a	3453025575
Drinking Cup		1 pkg (100 ea/pkg)	n/a	6405008404
Gauze Bandage, 2”x6 yds		5 pkg (2 ea/pkg)	n/a	4750922687
Gauze Bandage, 3”x4 yds		1 pkg (12 ea/pkg)	n/a	4750909060
Gauze Pad 4x4		2 box (100 ea/box)	n/a	4750969380
Gauze Pad 8x10		1 pkg (20 ea/pkg)	n/a	4750969480
#2 Safety Pins		1 pkg (48 ea/pkg)	n/a	4756721603
Water Pitcher w/ Lid (plastic 32 oz)		1 each	n/a	
Sanitary Napkin		250/case individually packaged	n/a	4858240147

8. Appendices

Bandage Scissor		1 each	n/a	4652362115
Utility EMT Scissor		1 each	n/a	4652362120
Arm Splint		1 pkg (6 ea/pkg)	n/a	4658841130
Clear Surgical Tape		1 pkg (2 ea/pkg)	n/a	
Cloth Adhesive Tape		1 pkg (4 ea/pkg)	n/a	4750984100
Forehead Thermometer		5 ea/pkg	n/a	1758730801
Tissue Paper, Facial		1 box (175 each/box)	n/a	6405077100
Tongue Depressors		1 pkg (6 ea/pkg)	n/a	4756716235 500/Box)
Paper Towels		1 roll (100 sheets)	n/a	6407580425
Tourniquet		1 each	n/a	
Tweezer		1 each	n/a	4659230330
Grease Pencil, Black		1 each	n/a	6207037030
Plastic Sheet		1 each	n/a	
Washbasin		1 each	n/a	
Security Ties		1 pkg (6 ea/pkg)	n/a	
Bio-hazard Waste Bag		1 each (10 gallon)	n/a	
Non-latex Disposable Exam Gloves – Medium		1 box (100/box)	n/a	4754147303
Non-latex Disposable Exam Gloves-Large		1 box (100/box)	n/a	4754147304
CPR 1-Way Valve Face Shields		2 each	n/a	3451051570
Cardboard Folding Leg Splints		1 pkg (6 ea/pkg)	n/a	4658841140
Eye Pads		1 pkg (8 ea/pkg)	n/a	
Dental Floss		1 spool	n/a	
Multi Trauma Dressing		1 pkg (2 rolls/pkg)	n/a	4750969530
Triage Tags		1 pkg (50/pkg)	n/a	9661226135
First Aid Flip Chart		1 each	n/a	9661278998
Flashlight		2 each	n/a	4503211380
Batteries For Flashlight		4 each	yes	4500611040
Goggles		2 each	n/a	3456460080
Storage Case w/ wheels & handles labeled "LAUSD Emergency Supplies Cart"		1 each	n/a	5606900105

* Items available in Replacement Kit

8. Appendices

Kit	# In Bin	Required Quantity		Commodity Code
Replacement Kit for Expiring Items in Disaster First Aid Kit		1 per every Disaster First Aid Kit (as needed)		3453248271
Replacement Kit Itemized List	# In Bin ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Antibiotic Ointment		1 pkg (75ea/pkg)	yes	
Antacid/Nausea/Diarrhea Tablets		3 pkg (30/pkg)	yes	
Antiseptic Wipes		1 box (100 per box)	yes	
Aspirin Tablets		1 box (50 pk/2 ea/pkg)	yes	
Non-Aspirin Tablets		1 box (125 pk/2 ea/pkg)	yes	
Hand Cleaner Waterless		2 each	yes	
Cold Pack		1 pkg (16 ea/pkg)	yes	
Saline Solution		2 bot (500ml bot)	yes	
Petroleum Jelly		1 pkg (3 ea/pkg)	yes	
Diphenhydramine Tablets		1 pkg (50 ea/pkg)	yes	
Hard Candy Glucose Tablets		1 pkg (20 ea/pkg)	yes	

Additional First Aid Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration date	Commodity Code
Vinyl Exam Grade Gloves –Small		as needed	n/a	4754147302
Vinyl Exam Grade Gloves – Medium		as needed	n/a	4754147303
Vinyl Exam Grade Gloves - Large		as needed	n/a	4754147304
Vinyl Exam Grade Gloves – Extra Large		as needed	n/a	4754147305
Bleach		2 gallons	replace annually	5052538151
Cervical collar set, assorted sizes		as needed	n/a	
Triangular Bandage		as needed	n/a	4750943698
Mylar Emergency Blankets		as needed	n/a	3453025575
Bandage Scissors		as needed	n/a	4652362115
Cotton Applicators (Swabs)		1 box (1,000)	n/a	4752711099
Tongue Depressors		as needed	n/a	4756716235
Hand Sanitizer		4 gallon/case		4357004128
Hand Sanitizer		8 oz		4357215025
Paper Bags		1 pkg (500)	n/a	6401547104
Treatment Log		1	n/a	

Kit	# In Bin	Required Quantity	Commodity Code
Search and Rescue Kit		One kit for each Search and Rescue Team	3453248278

8. Appendices

Search and Rescue Kit Itemized List	# In Kit ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Hard Hat, Yellow*		4 each	n/a	3455639420
Safety Vest, Vinyl, Orange*		4 each	n/a	3459201204
Glove, Leather Palm, Large*		4 each	n/a	2002753000
Fanny Pack, Red*		4 each	n/a	
Flashlight, Industrial*		4 each	n/a	4503211235
Dust Mask*		4 each	n/a	3457251110
Safety Goggles*		4 each	n/a	3456460050
Whistle with Lanyard*		4 each	n/a	6806290200
Triage Tag		1 pack (50/pack)	n/a	9661226135
Water Pouch		24 each	n/a	
Batteries, D Size		2 each	yes	4500611040
Grove Joint Plier		1 each	n/a	4455254120
Linesman Plier		1 each	n/a	4455248158
Pry Bar		1 each	n/a	4453820052
Folding Saw		1 each	n/a	
Bolt Cutter		1 each	n/a	
SledgeHammer		1 each	n/a	
Warning Tape, Caution: Do Not Enter		1 each	n/a	8322080911
Infectious Waste Bag		4 each	n/a	4750700009
Folding Shovel		1 each	n/a	
Angle head Flashlight		1 each	n/a	
Screwdriver, Slotted Tip		1 each	n/a	4456465589
Screwdriver, Phillips		1 each	n/a	4456461270
Hand Axe, Wood Handle		1 each	n/a	
Utility Knife		1 each	n/a	4454248214
First Aid Kit Includes:		1 Kit	n/a	
Sterile Gauze Pad		10 each	n/a	4750969380
Sterile Gauze		1 roll	n/a	4750922687
Cloth Tape		1 roll	n/a	4750984100
EMT Shears		1 each	n/a	4652362120
Sterile ABD Pads		5 each	n/a	
Mylar Emergency Blanket		1 each	n/a	3453025575
Fanny Pack		1 each	n/a	

*Items are one per team member

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Additional Search and Rescue Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Stretcher		1 per S+R Team	n/a	4701078050
Duct Tape		at least 4 rolls	n/a	8322409077
Rope		at least 4	n/a	4502457032
Extra Batteries, D Size		as needed	yes	4500611040

Water Supplies				
Item	# In Bin ✓	Required Quantity	Expiration Date	Commodity Code
4 oz. Cups		4 + cups per person	n/a	6405008404
Collapsible Water Carriers		1 + per grade level	n/a	4508723300
Pump		2 or more	n/a	7200620055
Water Barrel; 55 Gallon		1.5-gallon x #students/staff ÷55	n/a	1004570546
Bleach		1 gallon	replace annually	5052538151
Measuring Spoons (for bleach in water barrels)		2 sets	n/a	2409186065

Basic Sanitation Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
5-Gallon Utility Bucket		1 per every 30 students	n/a	3453248353
Emergency Toilet Seat		1 per every 30 students	n/a	3453248352

Additional Sanitation Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Plastic Bags - Liners			n/a	6652452120
Toilet Paper			n/a	6407556175
Sanitary Napkins			n/a	4858240147
Sanitary Tampons				4858245001
Privacy Screen		1 per toilet	n/a	1557050015

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Absorbent			n/a	4857450670
Waterless Hand Cleaner		14 to 16 oz	n/a	4851436040
Deodorizer			n/a	4854214150

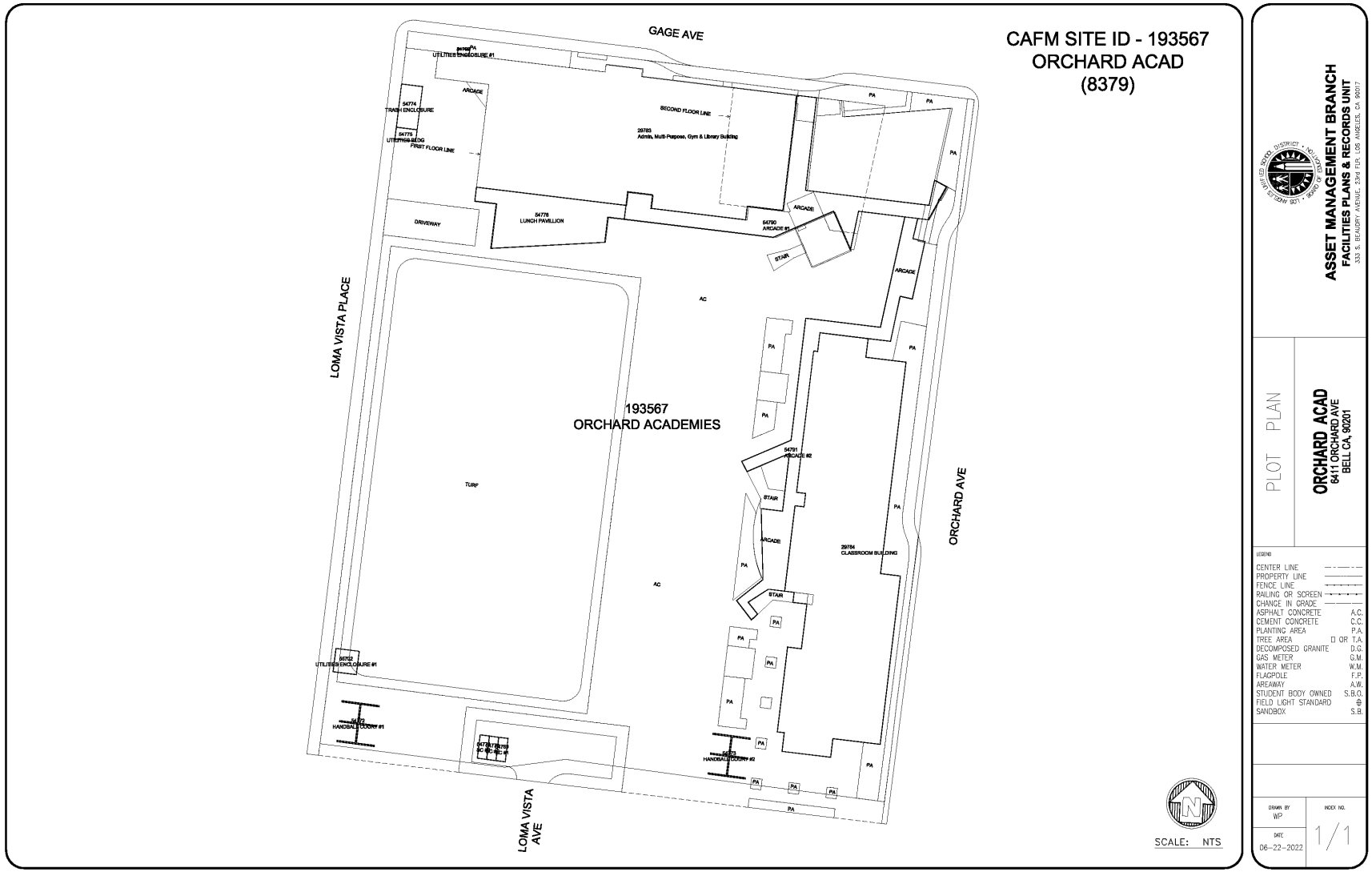
Additional General Disaster Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Radio, two-way		As needed	n/a	7257800185
Can opener		As needed	n/a	
Clipboards		As needed	n/a	6152525250
Paper plates		As needed	n/a	6405063490
Plastic utensils		As needed	n/a	

Maps

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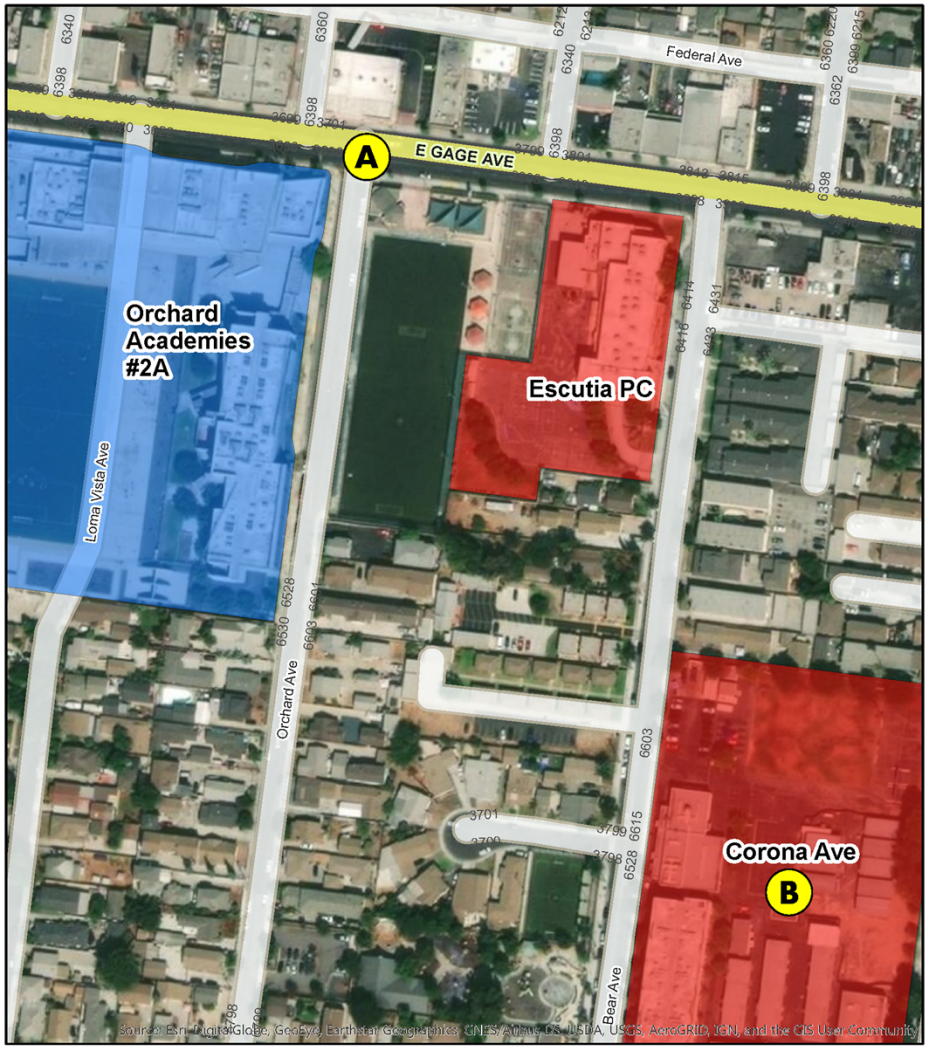
8. Appendices Maps



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8. Appendices

ORCHARD ACADEMIES 2B
Offsite Relocation Map
Cost Center Code: 1515301



N

A Primary Offsite Relocation Address:
3700 E Gage Ave, Bell Gardens, CA, 90201, USA

B Backup Offsite Relocation Address:
3825 Bell Ave, Bell Gardens, CA, 90201, USA

Scale: 1:2,000

CA, 90201, USA
one #: (323) 560-1323

8. Appendices

ICS Definitions for Schools

Incident Command Team:

Incident Commander - responsible for directing emergency operations

Public Information Officer (PIO) - official spokesperson for an incident

Safety Coordinator - ensures that emergency operations are conducted safely

Planning/Intelligence Lead - responsible for collecting and evaluating information

Operations Lead - responsible for managing all tactical operations at an incident

Logistics Lead - provides all incident support needs, such as, facilities, transportation, communications, supplies/equipment, and food services

Finance/Administration Section Lead - responsible for managing all financial aspects and paperwork of an incident

Emergency Teams:

Triage Team - performs triage and provides medical assistance, ensures supplies are accessible, and evacuates and stages supplies

School Site Crisis Team - provides psychological/emotional support for students and staff

Search and Rescue Team - performs search and rescue operations

Access and Functional Needs Position - ensures the safety of students and adults with access and functional needs during drills and emergencies

Security/Utilities Team - ensures school site security and performs short-term repairs and shutoff of utilities

Fire Suppression/Hazmat Team - extinguishes small fires and evaluates chemical spills

Assembly Area Team - ensures safe evacuation and accounting for all students, staff, and visitors

Request Gate Team - processes requests for student pick-up

Reunion Gate Team - reunites students and parents at Reunion Gate

Supply/Equipment Team - ensures adequate equipment and supplies

Hygiene Team - provides all necessary sanitation-related support

Transportation Support Position - coordinates transportation assets and plans, such as, for an off-site relocation from the school

8. Appendices

Documentation/Communications Position - maintains emergency log, analyzes situation, and updates Incident Commander

Cost/Staff Accounting Position - maintains accurate emergency time records for all site-based and itinerant employees

Forms

Emergency Hazard Assessment Survey

School: _____

Location Code: _____

Name: _____

Position: _____

Date: _____

On-Site Hazard:

[List any unusual on-site hazards that are unique to the school, e.g., underground storage tanks, gas pipelines, unusual chemicals]

_____

_____

_____

_____

_____

_____

Off-Site Hazards:

[List any unusual off-site hazards unique to the school, e.g., freeways, railroads, pipelines, power transmission lines, industrial facilities]

_____

_____

_____

_____

_____

LAUSD Explosive Device Threat Report

School: _____

Date of Call: _____

Person Receiving Call: _____

Time of Call: _____

Incoming Phone No.:_____

I. REPORT OF PERSON RECEIVING CALL

Keep the caller on the line as long as possible (ask caller to repeat statements, ask more questions) and signal to another person to call police.

Questions for Caller

Ask the caller the following questions and write answers in the spaces below:

Explosive Device Information:

Where is the explosive device? (Get most specific information as possible.)

_____

When is it going to explode?_____

What kind of explosive device is it? _____

What does it look like? _____

Who set the explosive device?_____

Why was the explosive device set?_____

What can we do for you to keep the device from exploding? _____

_____

Caller Information:

What is your name? _____

How old are you? _____

Where do you live? _____

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(If voice youthful) Are you making this threat to avoid taking a test/final? _____

Are you a member of a terrorist organization? Which one?

_____

How can you be contacted? _____

Call Characteristics Evaluation Check and describe the noted characteristics in the spaces provided below.

_____

_____

_____

_____

_____

Message Details: (Use the caller's exact language where possible.)

Caller's Voice:

Male_____ | Female _____

Child: Yes / No

Age: _____

Intoxicated:_____

Speech Impairment: _____

Accent: _____

Type: _____

Whispers/inappropriate language:_____

Angry:_____

Foul/Nasal:_____

Educated:_____

Irrational: _____

Incoherent: _____

Voice disguised/Altered: _____

Recorded threat message: _____

Read from script: _____

Is the voice familiar? _____

Who does it sound like? _____

Background Noise:

Music: _____

Babies/Children: _____

Conversation: _____

Playground/School: _____

Airplanes: _____

Traffic:_____

Animals: _____

PA System: _____

Machines: _____

Typing: _____

Other _____

II. REPORT BY PRINCIPAL

Name of school employee contacting police:

Date police contacted: _____

Time: _____

Name of police department call taker: _____

Name of responding officer: _____

Name of responding police agency: _____

Was a search for the explosive device conducted? Yes / No

Details of search: _____

Was a school evacuation conducted? Yes / No

Full evacuation: Yes / No

Partial evacuation: Yes / No

Buildings or areas evacuated: _____

Send one copy of this completed form to the Region Operations Coordinator, send one copy to School Police at wtoffice@laschoolpolice.gov, and keep one copy in school records. Please also upload a copy to the iSTAR submitted on the incident.

Injury Report

School: _____

Teacher: _____

Room Number: _____

Date: _____

Name	Type of Injury	Location of Person

Missing Persons Report

School: _____

Teacher: _____

Room Number: _____

Date: _____

Name	Last Seen Location

Supplemental Attendance Report

Use this form to account for anyone not found on student/staff rosters.

School: _____

Date: _____

Name	ID NUMBER	STATUS (CHECK ONE)	OTHER INFORMATION

Student Release Log

Note: Schools may only release students to individuals who have been designated by the custodial parent/guardian.

School: _____

Date: _____

Student's Name	Release Time	Name of Person Released To	Adult Signature

Note: Maintain the original in the emergency document file.

Los Angeles Unified School District Office of Emergency Management

School/Site Preliminary Damage Report (PDR)

Use this form to report your status to the Region when the online School Emergency Status Report site is down.

School/Site: _____
Date: _____
Time: _____
Person in Charge: _____
Location Code: _____

Contact information *(How the school can be reached for additional information):*

_____

_____

_____

_____

Please answer the following:

Number of deaths: _____

# of Students: _____
# of Staff: _____

- None

Number of injuries: _____

# of Students: _____
# of Staff: _____

- None

How many buildings at your site are visibly damaged? _____

Describe the type and extent of damage you observe: _____

Summarize emergency response actions already taken:

Do you have the following capabilities?

- Power
  - Yes / No
- Water
  - Yes / No
- Landline Phone
  - Yes / No
  - Contact #: _____
- Cellular Phone
  - Yes / No
  - Contact #: _____
- Natural Gas
  - Yes / No
- Two-way Radio
  - Yes / No

Location of evacuated students: _____

List critical issues on site: _____

List other issues: _____

List assistance requested: _____

Emergency Drill Evaluation Worksheet

All emergency drill evaluations must be submitted at http://emergencydrills.lausd.net. Schools are expected to submit an evaluation after each emergency drill and radio test. **For best results, complete the emergency drill evaluation online using a cell phone during the drill.** Responses may also be entered on this form and then transferred to the online drill evaluation system after the drill using a desktop computer, tablet, or cell phone. Questions with an * require a response.

*School**: _____

*Today's Date**: _____

*First Name**: *Last Name**: _____

*Email Address (use lausd.net)**: _____

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?*:

- ☐ Letter Sent Home
- ☐ Blackboard Connect
- ☐ Newsletter
- ☐ Sign at Marquee/Entrance
- ☐ School Website/Calendar
- ☐ No Notification
- ☐ Other:

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?* (Mark all that apply):

- ☐ During the planning of the drill
- ☐ During the execution of the drill
- ☐ After the drill
- ☐ Did not use the ISSP

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*

- 5
- 4
- 3
- 2
- 1
- n/a

b) Employee performance of emergency duties and procedures*

- 5
- 4
- 3
- 2
- 1
- n/a

c) Emergency team(s) performance of duties*

- 5
- 4
- 3
- 2
- 1
- n/a

d) Accounting for everyone*

- 5
- 4
- 3
- 2
- 1
- n/a

e) Alert system*

- 5
- 4
- 3
- 2
- 1
- n/a

16) Did the School Safety Planning Committee and/or Emergency Team Leads 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?:

_____

A drill certificate of completion will be emailed upon submitting this evaluation online. Emails containing drill and radio test certificates and response summaries should be archived. Drill certificates should be printed and retained in the emergency drill logbook for proof of compliance during inspections. Questions can be directed to oem@lausd.net or 213-241-3889.

Biological and Chemical Release Response Checklist

School: _____

Location Code: _____

Location of Release: _____

Name: _____

Position: _____

Date: _____

	Check when complete	Notes
Have unexposed students, staff and others been evacuated from area of contamination?		
Have staff, students, or others who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water?		
Have all students and staff been accounted for?		
Has the area of contamination been cordoned off and secured?		
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?		
Have the doors and windows to the area of contamination been closed and locked?		

Powered by BoardOnTrack

Have fans and ventilation systems serving the area of contamination been turned off?		
Has the Office of Environmental Health & Safety (Phone # 213-241-3199) been notified?		

8. Appendices

Assessments

Please check the online ISSP for the assessments. They are available in the Planning view as part of Step 2.

Coversheet

Approval of Resolution for Notice of Intent to Withdraw from CharterSafe

Section: IV. Action Items
Item: E. Approval of Resolution for Notice of Intent to Withdraw from CharterSafe
Purpose: Vote
Submitted by:
Related Material: IV_E_Resolution for Notice of Intent to Withdraw from CharterSafe.pdf

Agenda Item:	IV E: Action Item
Date:	February 13, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhraja Ed.D, Chief Financial Officer
RE:	Approval of Resolution for Notice of Intent to Withdraw from CharterSafe

Action Proposed:

I move that the Board approve the Resolution for Notice of Intent to Withdraw from CharterSafe.

Purpose:

The purpose of this resolution is to allow MPS to shop for the best service and rate for Workmen's Compensation and Property & Liability Insurance for the upcoming 2025-26 Fiscal Year and beyond.

Background:

MPS currently uses CharterSafe as our insurance provider for both property and liability and workers' compensation coverage for organization. We note that the annual premiums for our insurance coverage have risen over the years despite the fact that MPS has worked hard to reduce the number of outstanding claims. We are interested in seeking input from other insurance providers for property and liability and workers' compensation coverage in order to provide insurance coverage for the organization at a reasonable price.

Analysis:

We note that insurance premiums continue to rise in California due to various circumstances. MPS staff work diligently to manage existing claims and prevent future claims as it relates to Workmen's compensation and Property & Liability Insurance. We anticipate premiums to rise again during the upcoming year and would like to evaluate multiple carriers to ensure that MPS is getting the best value for its dollar.

Impact:

The potential change to insurance carrier would result in MPS moving from CharterSafe to another insurance carrier to provide equal services at lower costs.

Budget Implications:

The budget implications have not yet been determined as of yet. We will provide this information as move forward with discussions from other insurance providers. This information will be presented to the Board prior to our July 1st Budget Adoption.

Exhibits:

- Resolution for Notice of Intent to Withdraw from CharterSafe.

RESOLUTION FOR NOTICE OF INTENT TO WITHDRAW FROM CHARTERSAFE

WHEREAS,Magnolia Public Schools (MPS), is a California nonprofit corporation operating public charter schools, and does hereby adopt the following resolution pursuant to the provisions of Title 1, Division 7, Chapter 5, Articles 1 through 4 (Section 6500 et seq.) of the California Government Code, relating to joint exercise of powers, between and among California charter schools, school districts, and other government entities which operate public schools.

WHEREAS, CharterSAFE requires that its members pass a Board Resolution prior to notifying its intent to withdraw from their self-insurance program. This is merely a notice that MPS intends to explore alternative insurance providers and does not preclude MPS from continuing to obtain insurance through CharterSAFE; and

WHEREAS, Charter School CEO or his designee, is also hereby authorized to execute any and all documents as necessary to carry out the purpose of this resolution.

WHEREAS, the Board has reviewed, fully considered, and vetted the relevant facts and circumstances concerning this resolution;

WHEREAS, the Board has determined that it is in the best interest of MPS to approve this Resolution;

NOW, **THEREFORE**, **BE IT RESOLVED** that the Board of MPS adopts this resolution.

PASSED AND ADOPTED by the Board of Directors at a Regular Meeting held February 13, 2025 by the following vote:

Ayes:

Nos:

Abstentions:

_____ _____

Magnolia Public Schools, Board President Date

Coversheet

Approval of Pacific Charter School Development as Project Manager for 18120 Sherman Way Project for Magnolia Science Academy-7

Section: IV. Action Items
Item: F. Approval of Pacific Charter School Development as Project Manager for 18120 Sherman Way Project for Magnolia Science Academy-7
Purpose: Vote
Submitted by:
Related Material:
IV_F_Pacific Charter School Development as Project Manager for 18120 Sherman Way Project for MSA-7.pdf

z]=

Agenda Item:	IV F: Action Item
Date:	February 13, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manage
RE:	Approval of Pacific Charter School Development as Project Manager for 18120 Sherman Way Project for Magnolia Science Academy-7

Action Proposed:

MPS staff recommends and moves that the Board approve the selection of Pacific Charter School Development, Inc. (PCSD) a California nonprofit public benefit corporation, to provide project management services for the 18120 Sherman Way Project for the benefit of Magnolia Science Academy-7 for a total fixed fee of not to exceed $375,000 for the duration of the Project, expected to be approximately twenty (20) months and further approve that MPS Staff be authorized to negotiate and sign a professional services contract for said services in such form as MPS Staff may deem appropriate and in the best interests of MPS.

Purpose:

The purpose of this approval is to engage PCSD as the project manager for the improvement of the property at 18120 Sherman Way (the "Property") into a campus for MSA-7. PCSD will provide strategic oversight to ensure the project is completed on time, within budget, and in compliance with regulatory and funding requirements.

Background:

MSA-7's Current Facility & Lease Constraints

MSA-7 currently operates under a lease at 18355 Roscoe Blvd, which expires after the 2026-27 school year. Attempts to negotiate a lease extension were unsuccessful due to significant

rent increases and restrictive conditions required by the landlord. In addition, the lack of signage at the current site has hindered MSA-7's visibility, marketing efforts and subsequent enrollment growth.

Purchase of 18120 Sherman Way

In December 2024, the MPS Board approved the purchase of 18120 Sherman Way for $7.6 million to serve as MSA-7's new permanent campus. Due diligence has been completed, confirming the property is suitable for adaptive reuse as a school. MPS secured an acquisition loan from CLI Capital, with additional funding sources being explored for construction and renovations.

Pacific Charter School Development

In order to ensure that the Project has the best chance of success MPS Staff believes it is in the best interest of MPS and MSA-7 to engage additional professionals. Pacific Charter School Development, Inc. ("PCSD") is unique in that it is the only non-profit charter school facility developer in the State of California. PCSD was founded in 2004 by former President & CEO Glenn Pierce, Kim Smith and James Willcox, then of the NewSchools Venture Fund. The organization was formed to address the single greatest hurdle that high-quality charter schools face in educating urban children – securing adequate academic campuses. Recognizing this need, the three founders designed an organization that could marshal resources of the leading members of the philanthropic and socially-conscious community to produce new school seats in low income communities with the greatest need. NewSchools Venture Fund was instrumental in providing the seed capital and expertise required to establish the organization. Since PCSD's inception, NewSchools has been joined by The Broad Foundation, The Walton Family Foundation, and The Bill and Melinda Gates Foundation as providers of project equity. Operational support has been provided by these same organizations along with the Pisces Foundation, The Ahmanson Foundation, and The Weingart Foundation

Role of PCSD in Project Management

PCSD will be responsible for the day to day project management for the Project. At the outset, PCSD will validate the schedule and budget previously prepared by MPS Staff for the Project.

PCSD is also considering a $2M investment in the Project. The $2M will be in the form of a low interest subordinate loan payable in a few years from the occupancy.

Analysis:

Bringing PCSD on board for project management services will ensure that the Project for MSA-7 stays on track, on budget, and fully compliant with all necessary approvals. PCSD's investment, a low cost subordinated loan,

PCSD's $2 million investment helps offset upfront costs, and their structured approach will ensure tight budget control, smooth coordination with vendors, and proactive problem-solving. Having a dedicated team managing each phase—from pre-construction planning to project closeout—gives MPS the support needed to navigate complexities and avoid costly delays.

Impact:

Partnering with PCSD provides the oversight, financial accountability, and risk management needed to deliver MSA-7's permanent home efficiently and effectively. Their project management services will help keep costs in check, streamline construction, and prevent unnecessary delays, ensuring the new campus is ready on time. This investment not only secures a stable, long-term facility for MSA-7, but also allows MPS to move away from costly lease agreements, increase enrollment capacity, and create a better learning environment for students.

Budget Implications:

After reviewing MSA 7's 2024-25 Second Interim Report, we note that the school is projecting an operating surplus of only $57,350. This amount is relatively minimal given the schools current operating budget which exceeds $6.0 million. Based on the constraints of the MSA 7 operating budget, we believe that it is beneficial to partner with a third-party to help absorb these initial costs for pre-construction thereby allowing MSA 7 to capitalize these expenses over a multiyear period. We believe that this is the best approach to moving forward with MSA 7 pre-construction to begin tenant improvements and ultimately occupying the school for our students.

Exhibits:

Exhibit A: PCSD Proposal

Exhibit A.
PCSD Proposal

May 10, 2024

Patrick Ontiveros, Esq.
General Counsel & Director of Facilities
Magnolia Public Schools
250 E 1st Street, Suite 1500
Los Angeles, CA, 9001

Re: Magnolia Science Academy 7 Adaptive Reuse of Bank Building located at 18120 Sherman Way, Reseda

Dear Patrick:

Pacific Charter School Development ("PCSD") is pleased to present you with our proposal for Project Management services for the adaptive reuse and expansion of your current school campus ("Project"). Based on our previous conversation and our experience as the largest developer of charter schools in the U.S., we understand your current project needs and have the expertise to assist in further defining the project. Our specific capabilities include:

- Since 2004 we have completed over 100 new charter facilities projects serving more than 42,000 students in Southern California, the Bay Area, and Washington State.
- As a non-profit and mission-based organization focused on delivering high-quality and low-cost charter school facilities, we mitigate client risk by providing affordable funding solutions and providing technical expertise to ensure projects are completed on time and within budget.
- We deploy a team of experienced professionals to manage the entire facilities development process, including project scoping, design, cost estimating, financing, construction bid and award, and construction.
- We have extensive experience managing and successfully delivering privately funded and state bond-funded charter school projects with prevailing wage requirements.

We are excited about the opportunity to work with Magnolia Public School and look forward to further discussing our proposal with you. I can be reached with any questions at (310) 614-6895 or john@pacificcharter.org.

Sincerely,

John Sun
Chief Executive Officer

811 West 7th Street, Suite 310 Los Angeles, CA 90017
t. 213.542.4700 f. 213.542.4701 www.pacificcharter.org

PROJECT MANAGEMENT SERVICES

PCSD is prepared to provide project management services over an 18-month duration starting July 1st, 2024 to clarify project requirements to renovate and add to an existing bank building to create a 18,000 sf facility including classrooms, servery and administrative office space. The purpose of project scoping will be to validate the school's program in the design and masterplanning, assess required entitlements and approvals, define preliminary budget and schedule, and assist in evaluating potential financing opportunities and scenarios. PCSD believes with accomplishing these activities, Magnolia will have a clear direction on how to proceed. Below are a sample of the proposed activities:

- ***Project Financing***
    a. Work with Magnolia to confirm affordable debt service for facilities funding.
    b. Explore potential additional funding sources.
    c. Facilitate selection of an appropriate financing structure with the board and school leaders.

- ***Pre-Construction***
    a. Refine and validate project budget, create cash flow projections, track project spent-to-date against budget line-items.
    b. Package and coordinate monthly draw requests for funding and review and approve consultant/vendor invoices for monthly payment by client.
    c. Procure per client procurement policy, review, compare, and negotiate proposed contractor bids in order to finalize Schedule of Values and contract value.

- ***Construction***
    a. Review vendor submittals for finishes and materials.
    b. Oversee development of detailed construction schedule, establish critical path, and ensure that timeline is maintained through delivery.
    c. Facilitate review and response for submittals and RFIs requiring input and decisions by client.
    d. Approve general contractor's monthly progress payment and submit any required requests for funding.
    e. Manage project budget and financial tracking, providing at least monthly updates on budget to actual expenditures.
    f. Identify variances from budgeted amounts, including exposures against construction contingencies.
    g. Advise client on contingency use for proposed change orders, wish list items and keep client updated on status of contingency funds throughout construction.
    h. Coordinate proposed change order process, including documentation requirements. Review, manage and negotiate Proposed Change Orders.
    i. Ensure all punch list defects are addressed.
    j. Coordinate with General Contractor to ensure that all final inspections are scheduled and passed in order to meet the project delivery date and to obtain Certificate of Occupancy.

- ***Post Construction***
    a. Obtain closeout documentation including: Warranties and guarantees and lien releases.

b. Assist in preparing any financing/funding closeouts, convert construction loans to permanent loans, if necessary.
c. Reconcile project accounting for handover to client.
d. If applicable, assist LEED/CHPS consultant in submission of final certificate application and distribution of certification upon receipt.

FEE STRUCTURE

With an estimated 20-month duration, our services will be a fixed fee of $375,000, exclusive of reimbursable expenses. The fee will be due in 20 monthly payments of $18,750, determined by the total fee amount divided by the project's estimated duration. We believe it is in our clients' best interests to have a single fee without the uncertainty of unforeseen costs.

PROPOSED STAFF

PCSD has an experienced staff with a proven track record and relies primarily on its in-house expertise to provide cost-effective services. Principals identified below are John Sun, Chief Executive Officer, and Akil Manley, Regional Director. Day-to-day project scoping will be provided by Project Director, Joe Wilson, and financing support will be provided by Finance Director Tina Lin. Our team members' qualifications are described below, and resumes are available upon request:

- John Sun, Chief Executive Officer - Before joining PCSD, John worked within the Los Angeles Unified School District to fund innovative facilities solutions for charter schools. He was also Vice President of New School Development at Green Dot Public Schools and oversaw Green Dot's growth strategy, advocacy, community outreach, and student recruiting efforts. As Director of Real Estate Development for Green Dot, he developed eight permanent charter school campuses in Los Angeles. His previous professional experience also includes work in community redevelopment and as a consultant with PwC. John holds a Master of Public Policy from the University of Southern California and a B.A. from the University of California at Berkeley.

- Akil Manley, Regional Director - Akil has spent his career in real estate development focused on enhancing communities by developing facilities that support the underserved. He has led the development of urban infill new construction and adaptive reuse projects, entailing acquisitions, entitlements, design, construction, and disposition. Akil brings over 20 years of experience, having developed over 1.5MM square feet and $750MM in projects throughout Northern and Southern California. Akil is a graduate of the University of California, Riverside, and University of Southern California, Sol Price School of Public Policy.

- Joseph Wilson, Project Director - Joseph has over 20 years of real estate development experience, including entitlements, design, and construction. Before joining PCSD, he worked as a project manager overseeing numerous commercial real estate developments and approximately 35 childcare facilities. He has B.A. and J.D. degrees from Brigham Young University.

- Tina Lin, Finance Director - Tina has facilitated over $300 million of financing for private and publicly financed charter school facility projects throughout California. She has modeled the

financial feasibility of countless projects, determining affordability with single-site and CMO-operated organizations, and educated school boards and leaders on effective financing plans. Tina has structured and negotiated acquisition and construction loans for 30+ projects and facilitated successful closings of loans with follow-up for loan conversions, loan administration, and financing exits. Prior to PCSD, Tina worked for U.S. Bank's Community Development Corporation and financed an array of real estate projects and commercial businesses, including several charter schools, through the New Markets Tax Credit, Historic Tax Credit and Renewable Energy Tax Credit programs. Tina has a Master's of Real Estate Development from USC and graduated from MIT with a Bachelor's of Science in Architecture Design.

Coversheet

Approval of Construction Manager to Provide Pre-Construction Services for Magnolia Science Academy-2 16600 Vanowen Project

Section: IV. Action Items
Item: G. Approval of Construction Manager to Provide Pre-Construction Services for Magnolia Science Academy-2 16600 Vanowen Project
Purpose: Vote
Submitted by:
Related Material: IV_G_Pre-Construction Services for MSA-2 at 16000 Vanowen Street.pdf

Agenda Item:	IV G: Action Item
Date:	February 13, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval of Del Amo Construction to provide Pre-Construction Services for MSA-2 at 16000 Vanowen Street

1. ***Action Proposed:***

   MPS staff recommends and moves that the MPS Board approve the selection of Del Amo Construction ("**DAC**") to provide pre-construction services for Magnolia Science Academy-2's new construction project (the "**Project**") at 16600 Vanowen Street in Van Nuys (the "**Property**") for a total fee of $104,955 and further approve that MPS Staff be authorized to negotiate and sign a professional services contract for said services in such form as MPS Staff may deem appropriate and in the best interests of MPS.

2. ***Purpose:***

   The purpose of this proposed action is to approve the selection of Del Amo Construction to provide pre-construction services for MSA-2's new site at 16600 Vanowen Street. DAC's early involvement will facilitate design feedback and strategic recommendations to ensure the Project is delivered on time and within budget.

3. ***Background:***

   MPM 16600 Vanowen Street LLC closed escrow on the property at 16600 Vanowen Street on February 27, 2023 and leases the property to MPS for the benefit of MSA-2.

   On December 26, 2024, MPS staff released a Request for Proposals (RFP) for pre-construction services. The following four firms submitted proposals:

   - Del Amo Construction
   - Oltmans Construction
   - EPI Construction
   - Milender White Construction

   A selection committee was formed to evaluate the proposals. After reviewing the submissions, attending presentations, and conducting interviews on February 5, 2025, MPS staff determined that Del Amo Construction was the best fit for the project.

Key factors influencing the selection of DAC included:

- Team composition and expertise
- Extensive experience with school construction projects, particularly charter schools in Los Angeles
- Quality and thoroughness of the RFP response
- Commitment to schedule and budget adherence

Del Amo Construction's response to the RFP is attached as **Exhibit A**.

4. ***Analysis & Impact:***

Currently, MSA-2 is co-located at 17000 Haynes St, Van Nuys, CA 91406, on Birmingham High School's campus, serving 513 students. While MSA-2 previously had a long-term facility use agreement with LAUSD, it is now subject to a Proposition 39 use agreement that expires at the end of the 2025-26 school year, with no guarantee of renewal.

Beyond the uncertainty of continued space availability, the existing site does not meet the long-term needs of MSA-2. The current facilities include:

- 16 classrooms
- 1 special education room
- 1 office
- 1 staff lounge
- 1 changing room

These limited facilities are inadequate for a student population of over 500 students and do not allow for the school's anticipated growth.

5. ***Budget Implications:***

MSA-2 will pay DAC's fees for the Project from its operating budget, and the expenses will be reimbursed from the construction budget. Future development costs will be paid for from the proceeds of any financing arranged for the Project. Based on the most recent financial projections, MSA 2 should be able to maintain a budget surplus and meet its financial obligations through the remainder of the 2024-25 school year.

6. ***Exhibits:***

Exhibit A. Del Amo Construction RFP Response

Exhibit A.

Del Amo Construction
RFP Response



PROPOSAL FOR

PRECONSTRUCTION SERVICES

MAGNOLIA PUBLIC SCHOOL

Magnolia Science Academy 2
Middle & High School

PREPARED FOR:

Mustafa Sahin | msahin@magnoliapublicschools.org
Magnolia Public Schools
250 East 1st Street, Suite 1500
Los Angeles, CA 90012

MAGNOLIA PUBLIC SCHOOLS | DAC Del Amo Construction

PROPOSAL FOR PRECONSTRUCTION SERVICES
January 17, 2025

MAGNOLIA PUBLIC SCHOOLS
MAGNOLIA SCIENCE ACADEMY 2 MIDDLE AND HIGH SCHOOL

To: Mustafa Sahin | msahin@magnoliapublicschools.org

Dear Mustafa,

Del Amo Construction is honored to submit our proposal for preconstruction services for the Magnolia MSA-2 project. With decades of experience delivering innovative and tailored construction solutions for educational institutions, we are uniquely positioned to support Magnolia Public Schools in creating a safe, inspiring, and STEAM-focused learning environment.

Our extensive portfolio includes charter school projects such as Vaughn Next Century Learning Center, Arts in Action School, and Alliance Judy Ivie Burton Tech Academy. In each of these endeavors, we collaborated closely with stakeholders to deliver projects that met tight timelines, adhered to budgets, and aligned with the schools' missions. These experiences have refined our expertise in budget development, feasibility assessments, and strategic scheduling—critical foundations for successful preconstruction planning.

At Del Amo Construction, our commitment to quality, collaboration, and integrity mirrors Magnolia's dedication to fostering respect, innovation, and creative thinking. We are passionate about designing sustainable, future-ready spaces that empower students to succeed and align with your mission of transformative education.

To ensure the success of the Magnolia MSA-2 project, we have assembled a highly skilled team dedicated to delivering the highest standards of safety, efficiency, and craftsmanship. We are confident that our collaborative approach and proven track record make us an ideal partner for this important project.

Please do not hesitate to contact me at jcave@delamoconstruction.com or (310) 892-5230 with any questions or to discuss next steps. We look forward to partnering with Magnolia Public Schools to bring this important project to life.

Sincerely,

Jason Cave
Principal

DEL AMO CONSTRUCTION
23840 Madison St., Torrance, CA 90505
(310) 892-5230 | License #744458 B

DAC Del Amo Construction



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06 Insurance


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WHO WE ARE

ABOUT DEL AMO

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56 YEARS IN BUSINESS

We're a $250 Million firm with

110 EMPLOYEES	PROJECT BASED	OFFICE BASED
	75	35

OUR VALUES

FAIR · GRATEFUL · NIMBLE · PASSIONATE

90%

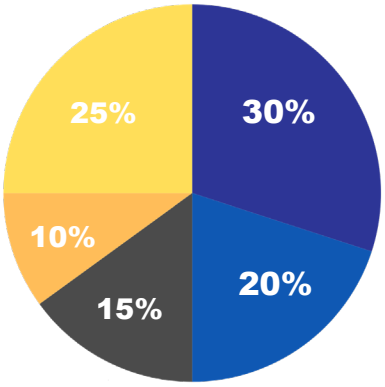
OF OUR BUSINESS COMES FROM REPEAT CLIENTS

PASSION



Creating lasting relationships built with heart, character, and expertise

MARKET SECTORS



- INDUSTRIAL
- COMMERCIAL
- EDUCATION
- RELIGIOUS
- LABS

WHAT WE BUILD

- NEW CONSTRUCTION
- INTERIORS
- BUILDING RENOVATION
- SITEWORK

OUR PROCESS

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YOUR PRECONSTRUCTION PARTNER

Comprehensive Support, No Matter the Scale:

Cost & Logistics Expertise: From initial estimates to detailed costing, we manage all logistical and structural aspects, ensuring seamless project execution.

Subcontractor Selection: Access to over 3,000 pre-vetted subcontractors ensures the best fit for your project, with a focus on quality and constructability.

Constructability Focus: Our team evaluates constructability at every stage, integrating value engineering and efficiency into the preconstruction process.

Clear and Consistent: We keep you informed with regular updates, ensuring transparency and collaboration throughout the preconstruction phase.

Why Choose Us:

Expertise for Every Project: Whether small or large, our tailored solutions in preconstruction, costing, logistics, and constructability are designed to meet your needs.

Scalable Quality: No matter the project size, we maintain rigorous standards and deliver precise execution.

Client-Centric Approach: Your vision drives our process, ensuring outcomes that align with your expectations.

Proven Track Record: Our history of successful projects and satisfied clients demonstrates our commitment to delivering exceptional results, ensuring your project is in capable hands.

CONSTRUCTING YOUR VISION

The Best Building Experience Ever:

Site Management & Safety: Our team ensures a secure and efficient job site, prioritizing safety and maintaining meticulous oversight throughout the construction process.

Subcontractor Coordination: We expertly manage subcontractors, fostering seamless collaboration and adherence to timelines, ensuring consistent quality throughout the project.

Quality Assurance: We implement strict quality control protocols, from material inspections to final handovers, ensuring every detail meets the highest standards.

Milestone Tracking & Communication: We provide regular updates on project progress, keeping you informed and ensuring alignment with the schedule and budget.

Why Choose Us:

Adaptable Solutions: We customize our construction approach to meet the unique needs of your project, ensuring flexibility without compromising on quality.

Innovative Construction Techniques: We utilize the latest construction methods and technologies to enhance efficiency, reduce costs, and deliver superior outcomes.

Sustainability Focus: We integrate sustainable practices into our construction processes, promoting environmental responsibility and long-term value.

Collaborative Teamwork: Our collaborative approach fosters strong partnerships with all stakeholders, ensuring that everyone is aligned and working towards a shared vision.

OUR PROCESS

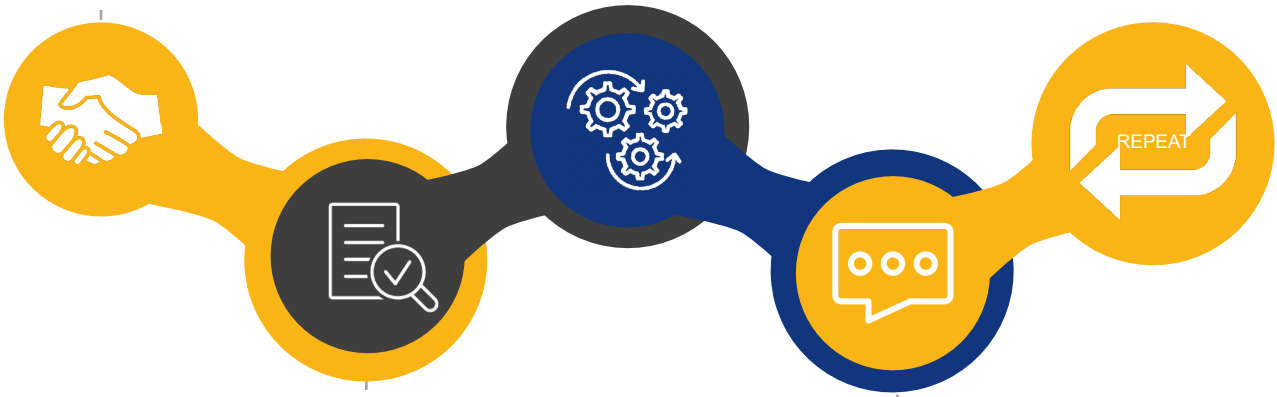
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GETTING TO KNOW EACH OTHER

- Review Project Team Roles and Responsibilities
- Identify Project Goals and Priorities
- Align Our Values with Project Team
- Establish Communication Protocol
- Build Trust: Transparency is Essential

IMPLEMENT & EXECUTE

- Proactive Management over Reactive Response
- Drive Decision-Making Process
- Strategize Logistics for Maximum Efficiency
- Anticipate Issues and Contingency Planning
- Leave Nothing to Chance
- Flawless Execution: Delivering on Promises



PLANNING FOR SUCCESS

- Prioritize Project Drivers
- Create a Milestone Schedule
- Develop Detailed Comprehensive Budget
- Setup Procurement Strategies
- Identify Solutions for Project Challenges
- Effective Communication: Ensuring Accuracy

REINFORCE OUR LIFELONG RELATIONSHIP

- Welcome Feedback
- Utilize Lessons Learned for Improvement
- Consistent Follow-Up: We Care
- Contact Us Anytime for Anything

TECHNOLOGY

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OUR TECHNOLOGY TEAM



Matthew Redman
Director, Technical Operations



AJ Protteau
Manager, Technical Operations

We utilize cutting-edge technology to establish seamless connections with clients and partners. Our skilled tech team customizes a robust tech stack tailored to your project needs, supported by rigorous cybersecurity protocols for data safety and integrity.

PROJECT MANAGEMENT

PROCORE

- CM Software
- RFI Log
- Construction Meeting Minutes
- Submittal & Shop Drawing Log
- Cost Reports & Updates

PHOTO DOCUMENTATION & SECURITY

TRUELOOK

- Construction Progress
- Documentation
- Open Access
- Historical progress saved for review

Matterport®

- Planning & Design
- 3D Cameras & Capture Services
- Easily capture project site
- Remote Access & Sharing

ESTIMATING & QUANTITATIVE ANALYSIS

BUILDINGCONNECTED
AN AUTODESK COMPANY

- Prequalification and bid solicitation software streamline subcontractor selection and ensure timely bid collection.

BLUEBEAM®

- Take-offs & Estimation
- Site Logistics
- Drawing & Document Management

SCHEDULE MANAGEMENT

phoenix
PROJECT MANAGER

- Sample Weekly Schedule
- Simplified Planning & Scheduling
- Real-Time Status

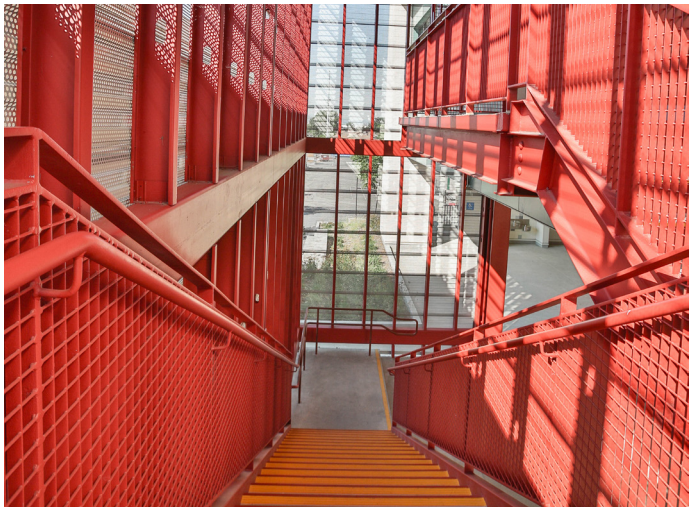

2
RELEVANT EXPERIENCE

RELEVANT EXPERIENCE

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Vaughn Literacy and Nutrition Center









Owner
Vaughn Next Century Learning
Dr. Yvonne Chan | Founder & Principal
ychandr@hotmail.com; (818) 896-7461

Architect
CSDA Design Group
Diana Marquez; dmarquez@csdadesigngroup.com

Location
San Fernando, California

Delivery Method
Negotiated

Projected Completed
September 2023

Date Completed Date
August 2024

Contract Type
Cost plus w/GMP

GC Profit
3.5-4.5%

Contract Value
$17,615,608 - Original
$21,103,000 - Final

Overview
Del Amo Construction successfully completed the demolition of the existing main administration/office building and surrounding areas at Vaughn Next Century Learning Center, a conversion charter school operated by Vaughn since 1993. The project included the removal of walkways, shade structures, and underground utilities. We constructed and coordinated LADWP electrical site consolidation and relocated fire alarm, intrusion alarm, and PA systems to a temporary campus location during construction. We built a permanent two-story, approximately 24,000 sq. ft. structure featuring six learning pods (equivalent to 12 classrooms) to accommodate 259 students. The new building includes health and administrative offices, a media/literacy pod, an elevator, a food service commercial kitchen, outdoor student seating, a gathering area, and a marquee.

RELEVANT EXPERIENCE

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Vaughn Next Century Learning

Middle School for International Studies and Technology (MIT)









Owner
Vaughn Next Century Learning
Dr. Yvonne Chan | Founder & Principal (818) 896-7461
ychandr@hotmail.com
(818) 896-7461

Architect
CSDA Design Group
Michael Schoen, (310) 301-4772
mschoen@csdadesigngroup.com

Location
Pacoima, California

Delivery Method
Negotiated

Projected Completed Date
April 2019

Completed Date
July 2021

Contract Type
Cost plus w/GMP

GC Profit
3.5-4.5%

Contract Value
$12,189,600 - Original
$12,500,600 - Final

Overview
This project involved the ground-up construction of a multi-story classroom building designed to enhance educational facilities for students at Vaughn's Middle School for International Studies and Technology. The new Type II-B structure spans three stories and encompasses 30,000 square feet. It features 21 standard classrooms equipped with modern teaching technology, a dedicated music room designed for optimal acoustics, and a versatile multi-purpose room that can accommodate a variety of activities, from assemblies to group learning sessions.

The building incorporates energy-efficient systems, such as LED lighting and a state-of-the-art HVAC system, to provide a comfortable and sustainable learning environment. The design includes durable yet aesthetically pleasing materials, ensuring long-term functionality while blending seamlessly with the existing campus architecture. The project also involved extensive site work to create accessible pathways and outdoor learning areas, contributing to an engaging and collaborative campus experience.

RELEVANT EXPERIENCE

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Arts in Action Middle School









Owner
Arts in Action Community Charter School
Stephanie Cone; stephaniec@artsinactioncharter.org
(323)-266-4371

Architect
Barrio Planners (323) 726-7734

info@barrioplanners.com

Location
Los Angeles, CA

Delivery Method
Negotiated

Projected Completed Date
December 2019

Completed Date
August 2020

Contract Type
Cost plus w/GMP

GC Profit
3.5-4.5%

Contract Value
$5,295,190- Original
$5,399,900- Final

Overview
This project for Arts in Action Middle School involved the construction of a two-story, 15,000 SF ground-up charter school in East Los Angeles. Designed to support a collaborative and engaging learning environment, the facility features 14 modern classrooms equipped with advanced technology, a spacious staff lounge, designated parking with bicycle racks to promote eco-friendly commuting, and an outdoor student dining area.

The project also included a landscaped play yard with durable surfacing for recreational activities, a lunch trellis providing shaded outdoor seating, and ancillary spaces to accommodate administrative and operational needs. Additional site work comprised the installation of a dedicated server room to support the school's IT infrastructure, as well as utility upgrades and enhanced site drainage to ensure long-term functionality.

Meticulous attention was given to creating a welcoming and functional environment while meeting stringent educational and safety standards, delivering a state-of-the-art facility tailored to the needs of the school community.

RELEVANT EXPERIENCE

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REAL JOURNEY ACADEMIES Fontana Campus









Owner
Real Journey Academies

Owner's Representative
Red Hook Capital Partners, LLC
Hugo Garcia (323) 317-4828
hgarcia@redhookcap.com

Architect
Adrian-Gaus Architects, Inc
Xavier Gaus; (909) 748-0444
xavier@ac-6architects.com

Location
Fontana, CA

Delivery Method
DBB

Projected Completed Date
December 2021

Completed Date
February 2023

Contract Type
Lump Sum

GC Profit
3.5-4.5%

Contract Value
$12,319,000- Original
$15,737,000- Final

Overview
The Real Journey Academy Charter High School, nestled in Fontana, is a newly established charter school catering to grades 9 through 12. This modern, multi-story edifice, crafted from sturdy steel and insulated metal panels, serves as the educational haven for 800 high school students and accommodates 45 dedicated staff members.

Spanning an impressive 51,000 square feet, this school boasts an innovative design, featuring 23 classrooms characterized by stylish sloped ceilings, adding an architectural flair. Within its walls, students access various amenities, including a versatile multipurpose space, a fully equipped school kitchen, a cutting-edge media room, dedicated e-sports quarters, and fabrication labs for hands-on learning experiences.

Integrating the outdoors, the indoor cafeteria is bathed in natural light streaming through atrium garage doors that seamlessly open, offering students a breezy connection to outside seating during favorable weather. Furthermore, the school ensures the comfort of its faculty and staff with designated lounges, essential janitorial and storage spaces, alongside comprehensive administrative and health offices.

RELEVANT EXPERIENCE

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Scholarship Prep Charter School South Bay









Owner
Red Hook Capital Partners LLC
David Hyun; dhyun@redhookcap.com
(424) 217-1341

Architect
Bryant Palmer Soto, Inc
Keith Palmer; kpalmer@bpsonline.info
(310) 326-9111

Location
Wilmington, CA

Delivery Method
Negotiated

Projected Completed Date
Jan 2022

Completed Date
March 2023

Contract Type
Cost plus w/GMP

GC Profit
3.5-4.5%

Contract Value
$5,811,200- Original
$6,962,500- Final

Overview
This project includes classroom enhancements, administrative area transformations, infrastructure upgrades, and the construction of a new 12,897 sq ft two-story classroom building with a 2,400 sq ft lunch pavilion and an 8-ft high security fence.

The improvements focused on enhancing functionality, safety, and aesthetics through fresh paint, repairs, upgraded lighting fixtures, new flooring, refreshed millwork, HVAC installations, restroom fixture replacements, asphalt repaving, exterior painting, and the installation of mini-split systems for climate control.

CHARTER SCHOOL LIST

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OWNER	DEVELOPER	SCHOOL	SCOPE OF WORK
Alliance College Ready Public Schools	Alliance College Ready Public Schools	Alliance Rockwood, Los Angeles	New 2-story, Classroom Building with Basement
Alliance College Ready Public Schools	Red Hook Capital Partners	Alliance High School #20, San Pedro	Renovation of Existing Church/Car Dealership into High School
Alliance College Ready Public Schools	Alliance College Ready Public Schools	Alliance Turf Field, Los Angeles	Athletic Turf Field, Basketball and Volleyball Court
Alliance College Ready Public Schools	Alliance College Ready Public School	Judy Ivie Burton Technology	(In Construction) New ground up school building , 2-Story,
Alliance College Ready Public Schools	Alliance College Ready Public School	Ready Academy Alliance 21	new build of a 2 story, 25-classrooms, 8-restrooms, a multi-purpose room, science lab, computer lab and a 2-story elevator
Alliance College Ready Public Schools	PCSD	The Sheen Educational Center aka Heritage College-Ready Academy H.S.	New, type V-N, 2-storyBuilding, Classroom Building, Multipurpose, Laboratories
Arts in Action	Red Hook Capital Partners	Arts in Action ELA	Adaptive re-use of 4,220 SF single story, church building into a 2-story charter middle school building
Arts in Action	Red Hook Capital Partners	Arts in Action Middle School	Middle school expansion, two new building, classrooms, elevator, new parking lot
City Charter Schools	Red Hook Capital Partners	The City Charter School	New 18 Classroom Building
Environmental Charter Schools	Environmental Charter Schools	Environmental Charter School - 2818 Manhattan Beach	Reconfiguration of existing 2 Story with lower-level School Building
Environmental Charter Schools	Environmental Charter Schools	Environmental Charter Middle School	Middle school expansion project included the addition of two new buildings with ten total classrooms, an elevator, new parking lot
Environmental Charter Schools	Environmental Charter Schools	Environmental Charter School	Tenant improvement to an existing 24,795 SF two story high school building
Fenton	PCSD	Fenton Sunland	Renovation of Warehouse into 28 Classroom Building
Para Los Niños	Para Los Niños	Para Los Niños, Los Angeles	Renovation of Child Care Facility/Counseling, Interview, and High End Audio Visual Rooms
Animo Green Dot	Green Dot	Animo/Green Dot - Manchester, Inglewood	Adaptive Re-Use, 4-Story School, Classrooms/ MPR/Subterranean Parking
Animo Green Dot	PCSD	Animo/Green Dot - Oscar De La Hoya, La Puente	Modular Classroom Complex - Phase I
Animo Green Dot	PCSD	Animo/Green Dot - Oscar De La Hoya, La Puente	Modular Classroom Complex - Phase II
Animo Green Dot	PCSD	Animo Justice Charter H.S. and Animo Ralph Bunche Charter H.S.,	LEED Certified School, Classroom, Building,Science Laboratories, Library, Gymnasium
KIPP SoCal Public Schools	KIPP	KIPP - 8500 S. Figueroa	classrooms, administrative office
KIPP SoCal Public Schools	KIPP	KIPP - Budlong	Building up of a basement, classrooms, parking area, 2-story, administrative office
ICEF	PCSD	Frederick Douglass H.S.: ICEF - Phase I,	Classrooms, Offices, College Center
ICEF	PCSD	Frederick Douglas H.S. Expansion: ICEF - Phase II	Classrooms, Multipurpose, Offices

CHARTER SCHOOL LIST

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OWNER	DEVELOPER	SCHOOL	SCOPE OF WORK
ICEF	PCSD	Avalon Middle School	Classrooms, Restrooms, Admin Offices, Landscaping
ICEF	PCSD	View Park Preparatory Accelerated Charter H.S	Existing Site Work for Modular Campus
Aspire	PCSD	Henry T. Gage Middle School, Huntington Park	Classroom Renovation
Aspire & Alliance College Ready Public Schools	PCSD	Centennial and Huntington Park College, Huntington Park	Classroom Building, Gymnasium, Science, Laboratories, Library
Aspire	PCSD	Clarendon	Renovations to School
Aspire	PCSD	Rita	Renovations to School
Camino Nuevo	PND	Camino Nuevo Charter Academy, Los Angeles	Athletic Field
Camino Nuevo	PND	Camino Nuevo Charter Academy, Los Angeles	Gate Replacement
Camino Nuevo	PND	Camino Nuevo Charter Academy - The Jane B. Eisner School, Los Angeles	Renovation to Existing AT&T Maintenance Building into New Classroom Facility
Real Journey Academies	Red Hook Capital Partners	Real Journey Academies	New high school building/ classroom/ cafeteria/ kitchen/ multipurpose room
Scholarship Prep	Red Hook Capital Partners	Scholarship Preportary South Bay	New 2- story classroom building, classroom enhancements, administrative area, infrastructure upgrades
Vaughn Learning Center	Vaughn Learning Center	Vaughn Project Frog	Demolition, Classrooms, Electrical and Plumbing upgrade
Vaughn Learning Center	Vaughn Learning Center	Vaughn - Stems Learning Pods	(4) two Story Building, Classrooms, Administrative Building
Vaughn Learning Center	Vaughn Learning Center	Vaughn Facet	Classroom/ Re-fabricated Shipping container
Vaughn Learning Center	Vaughn Learning Center	Vaughn P-3	Modular Building, 14 new classrooms, New Restrooms
Vaughn Learning Center	Vaughn Learning Center	VISA Performing Arts	2-story performing arts center
Vaughn Learning Center	Vaughn Learning Center	Vaughn MIT	New Building Classrooms
Vaughn Learning Center	Vaughn Learning Center	Literacy Nutrient Center	Demolition and Ground up 2- story Building, Classrooms, Kitchen, Admin office
Value Charter Schools	Red Hook Capital Partners	Value Charter- Pico	Charter School,Admin, Office, Classroom, Community Center, Multi-Purpose Room, Road Work, Street Work
Vista Charter School	Red Hook Capital Partners	Vista Charter School	Tenant Improvement, Charter School, Gym, Classroom Building
Watts Learning Center	Watts Learning Center	Watts Learning Center, Los Angeles	New Classroom Building


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APPLICANT DESCRIPTION
AND QUALIFICATION

PROJECT TEAM

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DEL AMO CONSTRUCTION PRECONSTRUCTION TEAM

Del Amo Construction's preconstruction team combines expertise, collaboration, and innovative thinking to ensure the success of the Magnolia MSA-2 project. Our team includes:

Jason Cave, Principal: With extensive leadership experience, Jason oversees the project's strategic direction, ensuring alignment with client goals, budget, and timelines.

Bennett Akker, Director of Preconstruction: Bennett specializes in feasibility analysis, cost estimating, and value engineering, delivering optimized solutions tailored to project needs.

Wednesday Moore, Lead Estimator: Wednesday brings exceptional coordination skills, managing schedules, stakeholder communication, and critical planning phases to guarantee seamless execution.

Together, this team provides comprehensive preconstruction expertise, ensuring effective planning, cost efficiency, and project success.



JASON CAVE
Principal



BENNETT AKKER
Director of Preconstruction



WEDNESDAY MOORE
Lead Estimator

PROJECT TEAM

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Jason Cave Principal



Jason serves as a Principal of Del Amo Construction, boasting an impressive tenure of over 40 years in the construction industry, with the last three decades dedicated to Del Amo. His extensive expertise spans various sectors, including Commercial, Life Sciences, Education, Institutional, Office, Retail, and Entertainment. Notably, Jason has successfully led projects reaching up to $500 million in recent years. Jason's influence is paramount in cultivating relationships and securing projects through his adept strategic business development planning and execution. He has played a pivotal role in overseeing budgeting, bidding, scheduling, logistics planning, and value engineering within the company. Through meticulous attention to detail and effective management of the estimating team, Jason consistently surpasses clients' expectations in meeting stringent financial commitments.

Beyond his leadership in the preconstruction phase, Jason assumes a crucial role in the comprehensive management of construction projects from their conceptualization to completion. His multifaceted contributions underscore his significance in both strategic planning and hands-on project execution within Del Amo Construction.

Experience

Jason joined Del Amo Construction in 1993 and has served as an Estimator/Project Engineer, Senior Estimator/ Project Manager and then as Chief Estimator/Principal. Prior to joining Del Amo, Jason was a Project Engineer with Lusardi Construction, Inc. where he prepared quantity and cost estimates for multi-million dollar jobs. Jason got his start as a Carpenter/Laborer at Nickerson & O'Day and R.L. Cave Construction.

Notable Projects

- **Animo Ralph Bunche Charter High School** - Los Angeles- LEED Certified, 77,000-sf, fast-track, school building - $12,901,139 City Charter School (CLIC) - Los Angeles - 18,000-S, 2-story building, 18 classrooms & administrative offices - $5,393717
- **Animo - Green Dot Public School** - Oscar De La Hoya - Phase -1 19,000 s.f. temporary classroom site - $148,141
- **Animo - Inglewood Charter High School** - Inglewood, CA - Type II- Remodel, 69,957 SF, adaptive re-use of an existing 4-story building with subterranean parking - $3,988,000
- **Green Dot -** PCSD 27th Street Improvement - Los Angeles, CA -
- **Environmental Charter** - Gardena - 4,220-SF 1-story church converted to 2-story charter middle school - $1,906,951
- **PCSD Adam (Phase I & II)** - Los Angeles, CA - Adaptive Reuse, seismic upgrades, reconfiguration of classrooms, science laboratory facilities, administrative offices, faculty break rooms, a kitchen and of existing bldg.34,000 SF - $1,800,000
  PCSD - Adams ICEF - Los Angeles, CA - Type III-B, tenant improvement of an existing 34,000-square-foot, 3-story high school building plus a basement area - $1,800,000
- **PCSD Saturn aka Aspire Schools - Centennial College Prep & Huntington Park HS** - Huntington Park, CA - Adaptive Re-Use for 2 Schools - $6,310,000
- **Howthorne School District (Bud Carson & Prairie Vista Middle School Gyms)** - Hawthorne, CA - DSA approved School 2 new Gymnasiums 22,600 SF - $5,000,000
- **Alliance 20** - San Pedro, CA - converted dealership, bowling alley and church into charter school -$3,996,571
- **Vaughn Literacy & Nutritioin Center** - Pacoima, CA - New 2-Story Charter School - $18,000,000
- **Sierra Canyon High School** - Chatsworth, CA - Classroom/Library/Laboratory Building / Gym- $41,400,000
- **Rolling Hills United Methodist** - RHE - 15,000-SF, 18 classrooms, 5 restrooms, 2 playgrounds - $5,373,572
- **USC Credit Union** - Los Angeles, CA - 45,000-SF, 4-story administrative offices/bank branch - $14,400,000
- **St. Thomas** - Los Angeles, CA - 19,240 -SF, historical renovation to new school - $10,600,000

Education

Jason received a Bachelor of Science degree in Structural Engineering from Pennsylvania State University, Pennsylvania in 1992 and holds an EIT Certificate.

References

- **Parallax Associates, Inc.** - Joe Masotta - (310) 216-5775
- **Freeman Group, Inc**. - Rodney Freeman - (310) 453-0414
- **Searock + Stafford CM** - Jeff Searock - (818) 809-8967
- **Shea Foundation** - Dan O' Melveny - (949) 389-7260
- **Labib Funk + Associates** - John Labib - (213) 239-9700
- **Rolling Hills United Methodist Church** - Jonathan Chute - (310) 686-2923
- **Red Hook Capital Partners** - David Hyun - (424) 217-1341
- **Bryant Palmer Soto, Inc**. - Keith Palmer - (310) 326-9111

PROJECT TEAM

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Bennett Akker Director of Preconstruction



As a Director of Preconstruction on projects, Bennett Akker will be heavily involved during the preconstruction phase. His preconstruction responsibilities include preparing accurate and comprehensive estimates of the amounts of materials, equipment, and labor necessary for the construction of the project, reviewing plans and specification requirements as well as performing quantity take offs and pricing calculations.

Experience

Bennett Akker came to Del Amo Construction in 2005 with a strong background in Engineering, Facilities Management and Supervision. His experience encompasses religious facilities, laboratories, schools and commercial projects. Prior to DAC, Bennett served as a Western Region Service Manager at Husky Injection Molding Systems where he oversaw all aspects of the service department including customer relations, sales negotiation, budget management and cost control. Shortly after receiving his Industrial Engineering degree from the University of Washington in 1994, Bennett began his career as a Plant Manager for Rehrig Pacific Company.

Notable Projects

- **Alliance San Pedro** - San Pedro, CA - TI of Existing Building into a Charter School - $3,931,689
- **Alliance Rockwood** - Los Angeles, CA - Construction of a 2-Story Classroom Building, Concrete Parking Lot and Landscape Work - $7,500,000
-
- **Animo Inglewood Charter High School** - Inglewood, CA - Adaptive Re-Use/5-Story School/ Classrooms/MPR/ Subterranean Parking- $3,988,000
- **Animo Inglewood Charter High School** - Inglewood, CA – 6th Floor Tenant Improvement - $146,959
- **PCSD Adams aka Frederick Douglas Middle and High School: ICEF** - Los Angeles, CA - 3-Story School Renovation/TI/Seismic Upgrades - $1,780,000
- **PCSD Avalon** - Los Angeles, CA - Improvements to Classrooms/Restrooms/Amin Offices/Landscaping - $3,326,470
- **Pueblo Nuevo 15th Street** - Los Angeles, CA - Middle School Historical Renovation - $4,450,000
- **PCSD ICEF Normandie** - Los Angeles, CA - Tenant Improvements - $256,000
- **PCSD Order to Comply Work** - Various PCSD sites and work - Approximately $150,000
- **Alliance Schools** – Sheenway Heritage / Judy Brown Tech - Los Angeles, CA- New 2-Story School/Classrooms/ MPR/Laboratories - $4,490,000
- **PCSD Crenshaw aka View Park Prep Charter HS: ICEF** - Los Angeles, CA - Site Work - $2,196,000
- **PCSD Saturn aka Aspire Schools - Centennial College Prep & Huntington Park HS** - Huntington Park, CA - Adaptive Re-Use for 2 Schools - $6,310,000
- **PCSD Fenton** - Sunland, CA - Adaptive Re-use - $6,000,000
- **Environmental Charter School** - Los Angeles, CA - Conversion of a 1-Story Church Building to a 2-Story School Building - $1,386,853
- **Viewpoint School** - Calabasas, CA - Administrative Office/Library/Classroom/LEED Silver Compliant - $6,000,000
- **St. Francis High School** - La Canada Flintridge, CA - Classroom Additions - $2,236,000
- **St. Bernard High School** - Los Angeles, CA - Classroom Renovations - $821,933
- **Archer School for Girls** - Brentwood, CA - Workshop/Light Studio/Screening Room - $15,000,000
- **Brentwood Master Plan** - Los Angeles, CA - School MPR/Athletic Field/Education Center/Classrooms - $60,000,000
- **Sierra Canyon High School** - Chatsworth, CA - Classroom/Library/Laboratory Building / Gym- $41,400,000
- **St. Thomas the Apostle** - Los Angeles, CA - School/Gym/Library - $10,500,000
- **Caltech Linde** - Pasadena, CA - Environmental Sciences TI/LEED Platinum- $26,136,000
- **Caltech Bridge** - Pasadena, CA - Bridge Annex/Demo - $600,000
- **Caltech Guggenheim** - Pasadena, CA - Research Laboratory - $7,000,000
- **Caltech Keck/Firestone/Moore Laboratories 2006** - Pasadena, CA - Laboratory TIs - $1,621,364

Education

Bachelor of Science in Industrial Engineering - University of Washington - Seattle, WA 1994

References

- **Hansen Project Management** - Mark Hansen - (310) 213-2040
- **Searock + Stafford CM** - Jeff Searock - (818) 809-8967
- **John Friedman Alice Kimm Architects** - Alice Kimm - (213) 253-4740 ext. 700
- **Parallax Associates, Inc.** - Joe Masotta - (310) 216-5775
- **Waisler Design** - Andy Waisler - (310) 994-2542

PROJECT TEAM

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Wednesday Moore Lead Estimator/Project Manager



As Lead Estimator at Del Amo, Wednesday is heavily involved during the preconstruction phase with responsibilities that include preparing accurate and comprehensive estimates for the construction of the project, reviewing plans and specification requirements, as well as performing quantity takeoffs. Wednesday handles the day to day management responsibilities of three to five projects, managing them from start to finish and resulting in successful and timely project completion.

Experience

Wednesday Moore is a Lead Estimator at Del Amo Construction (DAC), and has 25 years of construction experience. Her expertise includes a wide-range of industries such as hospitality, multi-family, high-end retail, mixed-use commercial, office and industrial. Prior to joining Del Amo, Wednesday began her career in 1994 working for Oltmans Construction. She has also worked with Peck Jones Construction and Summit Builders where she managed the estimating department utilizing such skills as producing conceptual estimates and post bid negotiations. Wednesday joined DAC in 2013 and has served as a Project Manager and Lead Estimator.

Relevant Projects

- **Judy Ivie Burton Tech** - Los Angeles, CA - two-story TYPE V-B 9,440 SF MPR 6 Classrooms building - 9,440 SF- $5,227,000
- **Alliance Academy 21** - Sun Valley, CA - 2 Story Middle/ High School & Below Grade Parking Garage -$13,031,392 **Chapman University Killefer Bldg. -** Orange, CA - Advanced Physics Lab , Ground up - $16,271,637
- **Chapman Innovation Hub** - Orange, CA - Stage E spans 6,782 square feet and will feature a Virtual Production Stage- $2,900,000
- **247 N Breed Street Shul -** Los Angeles, CA - Seismic Retrofit and Historic renovation $2,322,000
- **28th Church of Christ TI** - Church Tenant Improvement - $6,000,00
- **Aaron Milken Center** - Los Angeles, CA - New ground up school on 18-acre property - $25,800,000
- **BXP Santa Monica Landscape** - Santa Monica, CA - Landscape improvement - $2,343,000
- **Caltech Linde Hall Ye La** - Pasadena, CA - Vestibule, Lab Space designed/ built for new faculty - $3,667,000
- **Caltech Moore Walk** - Pasadena, CA - Add a 58' section of 8' tunnel. Site concrete and landscape all in a small parking lot. - $1,995,021
- **Darrow Office Building** - Beverly Hills, CA - Historic Renovation and TI of 2 story building $5,107,000
- **Malibu Jewish Center** - School & Chapel - Malibu, CA - $5,261,000
- **19401 S. Vermont Logistics Facility** - Los Angeles, CA - Trucking Logistics Facility Site work - $6,851,910
- **9720 Wilshire** - Beverly Hills, CA - Interior/Exterior Improvements and 7th Floor Renovation - $10,000,000
- **The Press** - Costa Mesa, CA - Printing Warehouse Conversion to Creative Office - $147,000,000
- **5830 Obama Blvd.** - Los Angeles, CA - Conversion of a 2-Story, 40,000 SF Warehouse into Creative Office - $5,700,000
- **Whole Foods in the Park** - Malibu, CA - 6 Acre Shopping Center Development - $17,000,000
- **St. Margaret's Episcopal School** - San Juan Capistrano, CA - Performing Arts/Classroom Building & Parking Lot -$16,000,000
- **Pasadena Conservatory of Music** - Pasadena, CA - Site Renovations & Tenant Improvement- $3,600,000
- **7th Place** - Los Angeles, CA - Core & Shell Remodel - $2,615,825
- **PCSD Roseberry** - Huntington Park, CA - New 2 Story, 33,000 SF - $6,310,000
- **St. Katherine Greek Orthodox** - Redondo Beach, CA - Multi-Phased New Construction and Renovation $4,850,000
- **Probity International** - Beverly Hills, CA - 3 Level Below Grade Parking Garage & 3 Levels of Above Grade Retail - $20,000,000
- **Marine Ave. Hotels** - Redondo Beach, CA - Marriott Residence Inn and Hilton Garden Inn - $28,000,000

Education

Construction Management Orange Coast College, 1997
Bachelor of Arts of Speech Communications, San Diego State University, 1993

References

- **Freeman Group, Inc.** - John Merrick - (310) 924-1644 • **Gantry, Inc.** - George H. Mitsanas - (310) 846-5299
- **Commercial Real Estate Development Enterprises (CREDE)** - Don Wood - (949) 933-7830
- **Matador Equity Partners** - Brad Cummings - (703) 772-1177


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FEES

PRECONSTRUCTION

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NO	PHASE	DESCRIPTION				HOURLY RATE	EXTENSION
	LABOR RATES						
1	1.025	CORPORATE OFFICER				$195.00	
2	1.025	PROJECT EXCECUTIVE / CONSTRUCTION MANAGER				195.00	
3	1.025	SENIOR PROJECT MANAGER				154.00	
4	1.025	PROJECT MANAGER				134.00	
5	1.041	ASSISTANT PROJECT MANAGER				100.00	
6	1.042	PROJECT ENGINEER II				90.00	
7	1.042	PROJECT ENGINEER				76.00	
8	1.040	PROJECT ASSISTANT				65.00	
9	1.040	INTERN				35.00	
10	1.048	GENERAL SUPERINTENDENT				175.00	
11	1.048	SENIOR SUPERINTENDENT				155.00	
12	1.048	SUPERVISION				134.00	
13	1.048	FOREMAN / ASSISTANT SUPER				120.00	
14	1.025	BIM COORDINATOR				105.00	
15	1.025	SCHEDULER / DETAILING ENGINEER				105.00	
16	1.026	ACCOUNTING SUPERVISOR				100.00	
17	1.040	ACCOUNTING				77.00	
18	1.046	SAFETY ENGINEER				77.00	
19	1.042	DIRECTOR OF PRECONSTRUCTION (PRINCIPAL)				195.00	
20	1.042	CHIEF ESTIMATOR				190.00	
21	1.042	LEAD ESTIMATOR				145.00	
22	1.042	SENIOR ESTIMATOR				95.00	
23	1.042	ESTIMATOR				80.00	
	MEETINGS						
		This proposal assumes regular meetings to conduct progress and review pricing, constructability, etc. (14 meetings total)					
			QTY	DURATION			
24	1.025	PROJECT EXECUTIVE	2	2.0 HRS	$	195.00	$ 780
25	1.025	PROJECT MANAGER	4	2.0 HRS		134.00	1,072
26	1.042	PROJECT ENGINEER	0	2.0 HRS		76.00	-
27	1.048	SENIOR SUPERINTENDENT	2	2.0 HRS		155.00	620
28	1.042	DIRECTOR OF PRECONSTRUCTION	4	2.0 HRS		195.00	1,560
29	1.042	CHIEF ESTIMATOR	6	2.0 HRS		190.00	2,280
30	1.042	LEAD ESTIMATOR	12	2.0 HRS		145.00	3,480
		SUBTOTAL					9,792
	BUDGETS						
		VALUE ENGINEERING / OPTIONS STUDY / SCHEDULING / CONSTRUCTABILITY REVIEW / PRICING STUDIES / BID PACKAGE DEVELOPMENT / LOGISTICS STUDY / PROCUREMENT SCHEDULE / CASH FLOW ANALYSIS / LEED COORDINATION ASSISTANCE					
31	1.025	PROJECT EXECUTIVE	1	4.0 HRS	$	195.00	$ 780
32	1.025	PROJECT MANAGER	1	16.0 HRS		134.00	2,144
33	1.042	PROJECT ENGINEER / ESTIMATOR	1	0.0 HRS		76.00	-
34	1.048	SENIOR SUPERINTENDENT	1	4.0 HRS		155.00	620
35	1.042	DIRECTOR OF PRECONSTRUCTION	1	4.0 HRS		195.00	780
36	1.042	CHIEF ESTIMATOR	1	20.0 HRS		190.00	3,800
37	1.042	LEAD ESTIMATOR	1	40.0 HRS		145.00	5,800
		SUBTOTAL					13,924
		100% DESIGN DEVELOPMENT ESTIMATE (approximately 3 weeks)					
38	1.025	PROJECT EXECUTIVE	1	2.0 HRS	$	195.00	$390
39	1.025	PROJECT MANAGER	1	4.0 HRS		134.00	536
40	1.042	PROJECT ENGINEER	1	0.0 HRS		76.00	-
41	1.048	SENIOR SUPERINTENDENT	1	4.0 HRS		155.00	620
42	1.042	DIRECTOR OF PRECONSTRUCTION	1	4.0 HRS		195.00	780
43	1.042	CHIEF ESTIMATOR	1	8.0 HRS		190.00	1,520
44	1.042	LEAD ESTIMATOR	1	36.0 HRS		145.00	5,220
45	1.042	ESTIMATOR	1	96.0 HRS		80.00	7,680
		SUBTOTAL					16,746
		70% CONSTRUCTION DOCUMENTS ESTIMATE (approximately 4 weeks - Major Trades only)					
46	1.025	PROJECT EXECUTIVE	1	4.0 HRS	$	195.00	$780
47	1.025	PROJECT MANAGER	1	8.0 HRS		134.00	1,072
48	1.042	PROJECT ENGINEER	1	0.0 HRS		76.00	-
49	1.048	SENIOR SUPERINTENDENT	1	4.0 HRS		155.00	620
50	1.042	DIRECTOR OF PRECONSTRUCTION	1	4.0 HRS		195.00	780
51	1.042	CHIEF ESTIMATOR	1	8.0 HRS		190.00	1,520
52	1.042	LEAD ESTIMATOR	1	64.0 HRS		145.00	9,280
53	1.042	ESTIMATOR	1	160.0 HRS		80.00	12,800
		SUBTOTAL					26,852

PRECONSTRUCTION

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					HOURLY	
100% CONSTRUCTION DOCUMENTS ESTIMATE / GMP (approximately 4 weeks)						
54	1.025	PROJECT EXECUTIVE	1	4.0 HRS	$ 195.00	$780
55	1.025	PROJECT MANAGER	1	40.0 HRS	134.00	5,360
56	1.042	PROJECT ENGINEER	1	0.0 HRS	76.00	-
57	1.048	SENIOR SUPERINTENDENT	1	16.0 HRS	155.00	2,480
58	1.042	DIRECTOR OF PRECONSTRUCTION	1	4.0 HRS	195.00	780
59	1.042	CHIEF ESTIMATOR	1	8.0 HRS	190.00	1,520
60	1.042	LEAD ESTIMATOR	1	96.0 HRS	145.00	13,920
61	1.042	ESTIMATOR	1	160.0 HRS	80.00	12,800
		SUBTOTAL				37,640

SUBTOTAL		$ 104,954
DAC SUBSIDY (assuming DAC constructs the project)	**75%**	**(78,716)**

TOTAL DAC PRECONSTRUCTION SERVICES *** $ 26,239**

REIMBURSABLE ITEMS (Actual cost to be determined as incurred)					
1	Printing	TBD LS		0.00	0
2	Shipping	TBD LS		0.00	0
3	Advertising	TBD LS		0.00	0
4	Parking	TBD LS		0.00	0
5	Misc. / Etc.	TBD LS		0.00	0
	SUBTOTAL			**TOTAL**	0
	DAC Insurance Cost on Reimbursable Charges		1.00%		-

TOTAL REIMBURSABLE COSTS **TBD**

* NOTES:

1 Charges will be billed monthly without retention. If DAC does not construct the project, the total unsubsidized amount is due.

2 Preconstruction subsidy will be credited against the construction fee in the Final Contract schedule of values

STAFFING & FEES

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NO	PHASE	DESCRIPTION	HOURLY RATE	PERCENT INVOLVEMENT	DURATION	UNIT		UNIT COST	EXTENSION
1	1.025	CORPORATE OFFICER	$195.00	0.00%	13.00	MOS	$	-	$ -
2	1.025	PROJECT EXECUTIVE	195.00	10.00%	13.00	MOS		3,380.00	43,940
3	1.040	ACCOUNTING	77.00	5.00%	13.00	MOS		667.33	8,675
4	1.025	SENIOR PROJECT MANAGER	154.00	0.00%	13.00	MOS		-	-
5	1.025	PROJECT MANAGER	134.00	45.00%	13.00	MOS		10,452.00	135,876
6	1.041	ASSISTANT PROJECT MANAGER	100.00	0.00%	13.00	MOS		-	-
7	1.042	PROJECT ENGINEER II	90.00	0.00%	13.00	MOS		-	-
8	1.042	PROJECT ENGINEER	76.00	50.00%	13.00	MOS		6,586.67	85,627
9	1.040	PROJECT ASSISTANT	65.00	0.00%	13.00	MOS		-	-
10	1.048	ASSISTANT SUPER	120.00	0.00%	6.00	MOS		-	-
11	1.025	DETAILING ENGINEER	105.00	0.00%	13.00	MOS		-	-
12	1.025	CAD OPERATOR / BIM MANAGEMENT	105.00	0.00%	13.00	MOS		-	-
13	1.025	SCHEDULING	105.00	0.00%	13.00	MOS		-	-
14	1.048	SUPERINTENDENT	134.00	100.00%	13.00	MOS		23,226.67	301,947
15	1.048	SENIOR SUPERVISION	155.00	0.00%	13.00	MOS		-	-
16	1.048	GENERAL SUPERINTENDENT	175.00	0.00%	13.00	MOS		-	-
		TOTAL GENERAL CONDITIONS STAFFING							$576,065
					13.00	MOS @		$44,312.67	/MOS
1	1.007	INSURANCE						1.00%	0
2		FEE						3.33%	0

GENERAL REQUIREMENTS

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NO	PHASE	DESCRIPTION	QTY	UNIT	UNIT COST	EXTENSION
1	1.040	COMPUTER / LAPTOPS / MAINT / UPGRADES	1	LS	20,325.00	20,325
2	1.503	CELL PHONE	INCLUDED	MOS	0.00	-
3	1.045	FUEL REIMBURSEMENT	INCLUDED	MOS	0.00	-
4	1.630	AUTO/AUTO EXPENSE	INCLUDED	MOS	0.00	-
5	1.595	STORAGE BINS	N/A - by trades	MOS	0.00	-
6	1.750	CONSTRUCTION PHOTOGRAPHY - Digital	INCLUDED	MOS	0.00	-
7	1.010	MOBILIZATION/DEMOBILIZATION	INCLUDED	LS	0.00	-
8		TEMPORARY UTILITIES				-
9	1.506	POWER - Monthly Consumption / Existing Service	13.0	MOS	350.00	4,550
10	1.506	HOOK UP	1	LS	1,500.00	1,500
11	1.508	PHONE/FAX/INTERNET HOOK UP	1	LS	1,500.00	1,500
12	1.508	TELEPHONE - Monthly Consumption / Existing Service	13.0	MOS	150.00	1,950
13	1.509	FAX - Monthly Consumption / Existing Service	INCLUDED	MOS	0.00	-
14	1.504	RADIOS	INCLUDED	EA	0.00	-
15	1.513	INTERNET	13.0	MOS	450.00	5,850
16	1.510	WATER - Monthly Consumption / Existing Service	13.0	MOS	150.00	1,950
17		HOOK UP	1	LS	1,000.00	1,000
18	1.511	TEMP TOILETS	13.0	MOS	1,050.00	13,650
19	1.511	DROP OFF	1	LS	1,050.00	1,050
20	1.514	FIRE PROTECTION	1	LS	1,000.00	1,000
21	1.098	FIRST AID	13.00	MOS	50.00	650
22	1.530	TEMP FENCE / GATES - CHAIN LINK	DIRECT COST	LF	0.00	-
23	1.531	BARRICADES / PLANT PROTECTION - FABRICATED	DIRECT COST	LF	0.00	-
24	1.540	SECURITY / GUARD SERVICE (as needed)	DIRECT COST	WKS	0.00	-
25	1.055	SAFETY OFFICER	13.00	MOS	260.00	3,380
26	1.550	PARKING	ON-SITE EXISTING	MOS	0.00	-
27	1.570	TRAFFIC CONTROL	DIRECT COST	LS	0.00	-
28	1.570	STREET USE PERMITS/LANE CLOSURES	DIRECT COST	LS	0.00	-
29	1.580	PROJECT SIGN/SIGNAGE	1	LS	1,000.00	1,000
30	1.590	FIELD OFFICE	13.00	MOS	1,400.00	18,200
31	1.590	DROP OFF / PICK UP / RELOCATE	1	LS	3,500.00	3,500
32	1.591	TEMP. OFFICE SUPPLIES/EQUIPMENT	13.00	MOS	750.00	9,750
33	1.591	OFFICE FURNITURE	1	LS	1,000.00	1,000
34	1.591	MONITORS/SCREENS/MOUNTS	1	LS	1,000.00	1,000
35	1.596	DRINKING WATER	13.00	MOS	250.00	3,250
36	1.605	DELIVERIES (3 HR/WK @ $20/HR)	INCLUDED	MOS	0.00	-
37	1.800	SCHEDULING ($85/HR)	by PM/SUPER	MOS	0.00	-
38	1.700	AS BUILTS (PDF - Blue Beam)	1	LS	4,400.00	4,400
39	1.300	PLAN REPRODUCTION/PRINTING	REIMBURSBLE	LS	0.00	-
40	1.620	POSTAGE/SHIPPING	REIMBURSBLE	MOS	0.00	-
41	1.540	SPECIAL PROJECT PROCEDURES (SECURITY/OSHPD)	NIC	LS	0.00	-
		TOTAL GENERAL REQUIREMENTS				$100,455
			13.00	MOS @	$7,727.31	/MOS


5
REFERENCES

CHARTER SCHOOL REFERENCES

RETURN TO TABLE OF CONTENTS

FAVIO SOLARES
Director of Facilites

Alliance College - Ready Public School
310 462 9711 Office
fsolares@laalliance.org



ALLIANCE JUDY IVIE BURTON TECH

Start Date: June 2024
Completed Date: In Construction

Owner: Alliance College Ready

Contract Fee: $5,227,719 - Original $5,227,719 -Final Fee

Scope Overview
The Expansion of the Alliance Judy Ivie Burton Technology High School Campus. The scope of work is for the construction of a new two-story TYPE V-B 9,440 SF MPR 6 Classrooms building located at 305 W. 101st Steet, Los Angeles, CA 90003. Estimated Completion date is March 2025.

DAVID HYUN
Partner

Red Hook Capital Partners, LLC
424 217 1341 Cell
dhyun@redhookcap.com



REAL JOURNEY ACADEMIES

Start Date: Dec 2021
Completed Date: Feb 2023

Owner: Real Journey Academies

Contract Fee: $12,319,000 - Original $15,737,000 - Final

Scope Overview
The Real Journey Academy Charter High School in Fontana serves grades 9-12 in a 51,000-square-foot steel and insulated metal panel building. Designed for 800 students and 45 staff, it features 23 classrooms with sloped ceilings, a multipurpose space, kitchen, media room, e-sports area, fabrication labs, and atrium garage doors for indoor-outdoor cafeteria access. Additional spaces include administrative offices, teacher lounges, and health facilities.

DR. YVONNE CHAN
Founder/ Principal
Trustee, Los Angeles Board of Education

Vaughn Next Century Learning Center
818 896 7461Mobile
818 378 5740 Office
ychandr@hotmail.com



VAUGHN LNC

Start Date: Sept 2023
Completed Date: August 2024

Owner: Vaughn Learning Center

Contract Fee: $17,615,608 - Original $21,103,000 - Final

Scope Overview
This project involved the demolition of existing administrative buildings to pave the way for a new two-story, 26,000-square-foot school. The state-of-the-art facility features six learning classroom pods, administrative offices, a media/literacy center, a teacher workroom, and a cafeteria. Additional scope includes new landscaping, an accessible path of travel, parking areas, a monumental sign, and electric vehicle charging stations.

CHARTER SCHOOL REFERENCES

RETURN TO TABLE OF CONTENTS

ALISON DIAZ
Founder & Director of Growth and Sustainability

Environmental Charter Schools
310 989 1990 Office
alison@ecsonline.org



ENVIRONMENTAL CHARTER MIDDLE SCHOOL

Start Date
August 2016

Completed Date
July 2017

Owner
Environmental Charter School

Contract Fee
$2,892,000

Scope Overview
This middle school expansion project included the addition of two new buildings with ten total classrooms, an elevator, new parking lot, and improvements to 35,000 SF of outdoor learning space. One building is a two story, traditionally built wood frame building containing six classrooms. The other two story building contains four new state-of-the-art modular classrooms made from GrowthPoint repurposed shipping containers.

ARCHITECT REFERENCES

RETURN TO TABLE OF CONTENTS

ALICE KIMM
Founder/ Principal

John Friedman Alice Kimm Architects (JFAK)
213 253 4740 x700 Office
akimm@jfak.net

JF( )AK



ANIMO JUSTICS CHARTER HIGH- RALPH BUNCHE HIGH SCHOOL

Start Date
Feb 2008

Completed Date
Sept 2008

Owner
Pacific Charter School Development

Contract Fee
$12,901,139

Scope Overview
This LEED-certified project transformed two 1-story manufacturing warehouses into a 77,000-square-foot campus for Green Dot Public Schools, housing Animo Justice and Animo Ralph Bunche Charter High Schools. The adaptive reuse included 48 classrooms, science labs, a library, a multipurpose room, administrative offices, and a gymnasium. A second story was added to one building, along with new landscaping and parking upgrades. Energy-efficient features include skylights, lighting controls, dual-flush toilets, and waterless urinals

JOE MASOTTA
Principal

Parallax Architecture and Planning
310 216 5775 Office
jm@prlx.us

PARALLAX
ARCHITECTURE AND PLANNING



SIERRA CANYON SCHOOL (FOUR PHASES)

Start Date
Sept 2006

Completed Date
Nov 2023

Owner
Sierra Canyon School

Contract Fee
$41,486,165

Scope Overview
The project involved four phases: a 93,792-square-foot, 4-story main school building; a 19,000-square-foot athletics building; development of a 9-acre athletic field with artificial turf and baseball facilities; and a multifunctional lower gym with locker rooms. Each phase enhanced the campus, meeting the evolving academic, athletic, and community needs.

ETMNY ARIAS-CORNEJO
Principal

Rafael Franco & Associates, Inc
818 331 7379 Office
Etmny@rfaarchitects.com

RAFAEL FRANCO & ASSOCIATES, INC.
Architecture Design Planning



ALLIANCE SAN PEDRO HIGH SCHOOL #20

Start Date
May 2014

Completed Date
Jan 2015

Owner
Alliance College Ready

Contract Fee
$3,996,500

Scope Overview
This project involved the renovation of an existing church building into a Charter High School. Phase 1 included six new classrooms and a multipurpose room completed in 4 months on schedule. Phase 2 included the addition of a second floor to a bow truss building to provide fifteen additional classrooms and an elevator. Six existing restrooms were updated and four new restrooms were added. The parking lot was resurfaced and a wrought iron fence with mesh and sliding gates were added.

ARCHITECT REFERENCES

RETURN TO TABLE OF CONTENTS

RICHARD BERLINER
Founder & Director of Growth and Sustainability

Berliner & Associates Architects
310 838 2100 Office
richardb@berliner-architects.com

EVERY SPACE COUNTS
BERLINER
ARCHITECTS



PCSD - FENTON CHARTER PUBLIC SCHOOL

Start Date
March 2015

Completed Date
August 2015

Owner
Pacific Charter School Development

Contract Fee
$6,100,000

Scope Overview
The project was a remodel of an existing 50,000 SF office building to accommodate two new elementary charter schools. The scope of work included shotcrete at the perimeter walls and interior CMU shear walls, seismic upgrades to the existing roof structure, a new roof, a new trex deck and additional exterior improvements. There are a total of 36 classrooms and the two schools share an administrative space, a multipurpose room, a hands-on lab and playground areas.


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INSURANCE

INSURANCE

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ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 8/30/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Jeffrey Whitworth
Holmes Murphy & Associates, LLC 2727 Grand Prairie Parkway Waukee IA 50263	PHONE (A/C, No, Ext): 801-532-5976 FAX (A/C, No): E-MAIL ADDRESS: jwhitworth@holmesmurphy.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : National Union Fire Ins. Co. Pittsburgh	19445
INSURER B : XL Specialty Insurance	37885
INSURER C : Berkley National Insurance Company	38911
INSURER D : New Hampshire Insurance Company	23841
INSURER E : Travelers Casualty & Surety of America	31194
INSURER F : Berkley Assurance Company	39462

INSURED GCIINCPC
Del Amo Construction, LLC
DAC Holdings, LLC
23840 Madison Street
Torrance CA 90505

COVERAGES **CERTIFICATE NUMBER:** 164806063 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR X Contr Liab Per X Policy Form/XCU GEN'L AGGREGATE LIMIT APPLIES PER: POLICY X PRO-JECT LOC OTHER:			GL3823615	9/1/2024	9/1/2025	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 2,000,000 $ 300,000 $ 10,000 $ 2,000,000 $ 4,000,000 $ 4,000,000
A	AUTOMOBILE LIABILITY X ANY AUTO OWNED AUTOS ONLY HIRED AUTOS ONLY SCHEDULED AUTOS NON-OWNED AUTOS ONLY			CA4629093	9/1/2024	9/1/2025	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 2,000,000 $ $ $
B C	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED X RETENTION $ 10,000			US00076399LI24A CEX0960383005	9/1/2024 9/1/2024	9/1/2025 9/1/2025	EACH OCCURRENCE AGGREGATE (Cumulative Limits)	$ 25,000,000 $ 25,000,000 $
D D	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N: N If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		WC38240164 •(All Other States) WC38240165 •(CA Only)	9/1/2024 9/1/2024	9/1/2025 9/1/2025	X PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 2,000,000 $ 2,000,000 $ 2,000,000
E F	Employee Theft, Ded: $25,000 Prof Liab/Claims Made Poll Liab/Occurrence			108110877 PCADB50257880924	9/1/2024 9/1/2024	9/1/2025 9/1/2025	Limit: Each Claim: Aggregate:	2,000,000 5,000,000 10,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Proof of Insurance

CERTIFICATE HOLDER

To Whom It May Concern

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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We believe in building with heart.

Driven to do what's right – for our people, our clients, and our community, we work hard to understand what's important to others, to make connections, and to earn trust. At the end of the day, people know they can count on us; we honor our commitments. Superior execution is a given, but the ultimate measure of success in construction is a lasting relationship.

By following these principles and building with heart, we build a better world for all of us.

Steve Donahue
Principal



Steve Donahue | Principal
sdonahue@delamoconstruction.com

DAC Del Amo Construction

Coversheet

Approval of Design Build Solicitation for the Magnolia Science Academy-5 Project

Section: IV. Action Items
Item: H. Approval of Design Build Solicitation for the Magnolia Science Academy-5 Project
Purpose: Vote
Submitted by:
Related Material:
IV_H_Design Build Delivery and Contracting Method for the MSA-5 Project.pdf

Agenda Item #:	IV H: Action Item
Date:	February 13, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent Erdinc Acar, Deputy Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval to Explore Use of the Design Build Delivery and Contracting Method for the Magnolia Science Academy 5 Project, Increment No 2 Academic Building, at 7111 Winnetka Ave,

I. Proposed Recommendation and Action

MPS Staff recommends and moves that the Board approve and authorize MPS Staff to evaluate and proceed with the design build delivery and contracting method for increment 2 of the Magnolia Science Academy-5 7111 Winnetka Ave project (the "**Project**") including but not limited to the publishing of a request for qualifications ("**RFQ**") and request for proposals ("**RFP**").

II. Purpose

The purpose of the recommendation is to provide MPS Staff with the approval to evaluate and to commence the process of using the design build delivery method for the Project in order to if it is in the best interest of the Project.

III. Background

CSFP Award

The Project is being funded with an award from the Office of Public School Construction ("**OPSC**") under its Charter School Facilities Program ("**CSFP**"), in an amount equal to $50,838,000. To date, MPS has received approximately $4 million in advance design and $10 million in advance site acquisition funds.

Design

DLR Group is the Architect of Record ("AOR") for the Project. DLR Group's original design, meant to be built on site using ground up construction, was subsequently converted into a "modularized" version where the building components would be built in a factory and then assembled on site. While the "modularized" version of the plans have been submitted to the Division of the State Architect, it has not been approved and so MPS Staff believes that the Project can still be subject to a design build solicitation process to seek out an entity that can both design and build the Project. Under this scenario, the Project would be awarded to an entity that would both provide a design for the Project and build it.

Legal Authority

Design build contracts are specifically allowed under the California Education Code. Sections 17250.10 - 17250.52 of the Education Code prescribe the requirements for engaging a design build entity, including an RFQ and RFP process.

IV. Conclusion / Budget Impact

In the event that MPS Staff determines that it is in the best interest of MPS and the MSA-5 Project to follow a design build delivery method, MPS Staff will return to the Board for further approvals.

The Project will be paid for with an award from OPSC under its CSFP. Presently, estimates show that the Project is over budget (that is, the award from OPSC is not sufficient to cover all expenses of the Project). MPS Staff is evaluating the design-build project delivery method as a way of reducing costs and ultimately delivering the Project at or under budget. Adoption of the recommendations and actions described in this report have no immediate budget implications.

Coversheet

Data Presentation: LCAP Mid-Year Update

Section:	V. Information/Discussion Items
Item:	A. Data Presentation: LCAP Mid-Year Update
Purpose:	Discuss
Submitted by:	
Related Material:	V_A_Data Presentation_LCAP Mid-Year Update.pdf

Agenda Item:	V A: Information/Discussion Item
Date:	February 13, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Data Presentation: LCAP Mid-Year Update

Action Proposed:

N/A

Purpose:

A mid-year update to the Local Control and Accountability Plan (LCAP) and presentation of the report to the Board is a requirement for LEAs as described in the Ed Code.

Background:

LCAP Mid-Year Update

According to the Ed Code 47606.5, the charter school shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing body of the charter school. The report shall include both of the following:

(A) All available midyear outcome data related to metrics identified in the current year's LCAP.

(B) All available midyear expenditure and implementation data on all actions identified in the current year's LCAP.

Report Requirements

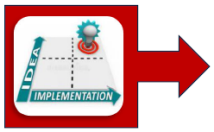
The report shall include the following **from the current year's LCAP**:



All available mid-year **outcome** data (LCAP Metrics).



All available mid-year **expenditure** data (LCAP Expenditures)



All available mid-year **implementation** data (LCAP Actions)

Los Angeles County Office of Education

Final Considerations

LEAs are NOT required to use any specific template. Examples provided are for illustrative purposes only.

The Mid-Year Update is not *adopted* by the governing board/body but rather is an informational report.

The Mid-Year Update is not submitted to the County Office and is not part of the LCAP submission at the end of the year.

Compliance with this requirement will be through the annual fiscal audit.

Los Angeles County Office of Education

LCAP Development Process

The MPS Home Office collaborates with the school leadership teams in ensuring that the LCAP has school-wide goals, annual measurable outcomes and specific actions aligned to the eight

state priorities and that the schools have meaningfully engaged their educational partners in the development of their LCAP.

Throughout the year, the Home Office provides periodical updates on the outcome data (LCAP metrics) and the expenditure data to the schools to help measure schools' progress towards the LCAP targets and actions, guide discussions, share best practices, and plan next steps. The updates are shared during our monthly school leader meetings, and in turn, the leaders share their progress and plans with their educational partners.

As part of the LCAP development process our schools conduct educational partners surveys to engage our educational partners in the evaluation of their experience at MPS. School leadership teams share their reflection on the survey results and findings that identify their greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. The teams complete their reflections and present them to their educational partners in various settings, including presentations at regular meetings of the Board (typically, in April/May).

School leadership teams present their CA School Dashboard results and findings as well as other school performance data to their educational partners at their PAC and ELAC meetings throughout the year. During the year, the MPS Board and the Academic Committee are presented SBAC, CA School Dashboard, NWEA, and other LCAP progress data as well as each MSA's glows, grows, and priorities with next action steps.

LCAP Public Hearing & Adoption

The public hearing of the LCAP and school budgets will be held at the regular meeting of the Board on June 12, 2025. The presentation of local indicators, LCAP adoption, and school budget adoptions will take place at the following board meeting on June 26, 2025.

Analysis:

MPS has a robust timeline for completing the LCAP and the planning process that serves three distinct, but related functions: Comprehensive Strategic Planning, Meaningful Educational Partners Engagement, and Accountability and Compliance. The timeline has a calendar of activities, including LCAP metric progress updates, data analysis meetings, LCAP goal analysis sessions, PAC meetings, and many more activities that help our schools develop their LCAP. The accountability department collaborates with other departments in training our school

leadership teams and ensuring the timeline of activities is implemented. The Director of State and Federal Programs (SFP) oversees the org-wide coordination of LCAP activities.

In terms of funds and budgeting, the school leadership teams work with the MPS finance department for the annual update of their LCAP estimated actual expenditures and next year's budgeted expenditures. As part of the budgeting process, all expenditures have been entered in the budgeting software, Adaptive Insights, and coded by LCAP goal and action.

The finalized LCAP mid-year reports are attached for the Board's review.

Impact:

The processes described in the above sections are all part of our LCAP development and continuous improvement cycle. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The mid-year update helps our school leaders and educational partners reflect on the implementation of the current year LCAP and plan action steps. This process will further help during the annual update and goal analysis of the current LCAP as well as in developing next year's LCAP.

Budget Implications:

N/A. All LCAP expenditures have been budgeted in each school's budget.

Exhibits:

1. LCAP Mid-Year Report for each MSA

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-1	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 609-0507

Goal 1

Goal Description
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 74.1%			2022-23: 71.4%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%			2024-25 (As of 1/24/25): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2024-25 (As of 1/24/25): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 74%			2024-25: (Fall 2023 to Fall 20224) 84%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.1%			2024-25: (First Semester) 94.6%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.	No	Partially Implemented			$48,000.00	$24,528

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: Technology and NonCapital Equipment.	No	Fully Implemented			$758,925.52	$394,417.86

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: • Technology: Resource: Title II; Amount: $909 • NonCapEquip: Resource: Title IV, Part A; Amount: $2,891						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to	No	Fully Implemented			$2,925,084.51	$1,563,119.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: Classified Support, Staff Benefits, Professional Services, Custodial Supplies, Rent & Leases, and building utilities and maintenance. The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy	Yes	Fully Implemented			$30,222.00	$17,998.44

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: Food and Office Supplies. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to,	No	Partially Implemented			$1,346,210.00	$667,435.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: CMO Fees, Professional Services, Legal, Audit & CPA, Oversight fees, and Interest Expenses. The following expenditures will be funded by federal Title funds: 5800 Professional Services 5800_Cons Non Personnel Federal 3010 Title I - $27,859						

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%			2024-25: (As of 1/24/25) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 79%			2024-25: (As of 1/24/25) 34%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 70%			2024-25: (First semester) 60%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: • All Students: 33.01% • English Learners: 0.00% • Socioeconomically Disadvanta			2023-24: • All Students: 38.34% • English Learners: 0.97% • Socioeconomically Disadvanta	2025-26: • All Students: >= 40.00% • English Learners: >=5.00% • Socioeconomically Disadvanta

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ged: 31.44% • Students with Disabilities: 11.11% • Asian: 50.00% • Hispanic: 31.26% • White: 45.45%			ged: 37.47% • Students with Disabilities: 14.52% • Asian: 72.22% • Hispanic: 34.69% • White: 50.50%	ged: >= 39.00% • Students with Disabilities: >= 15.00% • Asian: >= 50.00% • Hispanic: >= 39.00% • White: >= 50.00%
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 41.1 points below standard • English Learners: 107.2 points below standard • Socioeconomically Disadvantaged: 45.7 points below standard • Students with Disabilities: 114.1 points below standard • Asian: 4.5 points below standard • Hispanic: 46.7 points			2023-24: (2024 Dashboard) • All Students: 31.4 points below standard • English Learners: 106.8 points below standard • Socioeconomically Disadvantaged: 34.8 points below standard • Students with Disabilities: 109.3 points below standard • Hispanic: 41.4 points below standard • White: 2.3 points	2025-26: (2026 Dashboard) • All Students: 32.0 points below standard • English Learners: 92.0 points below standard • Socioeconomically Disadvantaged: 36.0 points below standard • Students with Disabilities: 99.0 points below standard • Hispanic: 36.0 points below standard • White: 6.0 points above standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		below standard • White: 2.8 points above standard			above standard	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: 57.9% • English Learners: 50.4% • Socioeconomically Disadvantaged: 57.3% • Students with Disabilities: 58.1% • Hispanic: 57.3% • White: *			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary: • All Students: 65.4% • English Learners: 71.3% • Socioeconomically Disadvantaged: 65.2% • Students with Disabilities: 75.0% • Hispanic: 65.4% • White: 76.2%	2026-27: (Fall to Spring) • All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50% • Hispanic: >= 50% • White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 1.13 (CGP: 87th percentile) • English Learners: CGI: 1.25 (CGP: 89th percentile) • Socioeconomically Disadvantaged: CGI:			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary • All Students: CGI: 2.02 (CGP: 98th percentile) • English Learners: CGI: 3.75 (CGP: 100th percentile)	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		1.09 (CGP: 86th percentile) • Students with Disabilities: CGI: 1.81 (CGP: 96th percentile) • Hispanic: CGI: 1.12 (CGP: 87th percentile) • White: *			• Socioeconomically Disadvantaged: CGI: 1.96 (CGP: 97th percentile) • Students with Disabilities: CGI: 3.71 (CGP: 100th percentile) • Hispanic: CGI: 2.07 (CGP: 98th percentile) • White: CGI: 3.40 (CGP: 100th percentile)	Disadvantaged: CGI >= 0 (CGP >= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: • All Students: 23.53% • English Learners: 0.00% • Socioeconomically Disadvantaged: 21.96% • Students with Disabilities: 3.64% • Asian: 38.46% • Hispanic: 22.28% • White: 28.57%			2023-24: • All Students: 24.73% • English Learners: 5.18% • Socioeconomically Disadvantaged: 23.34% • Students with Disabilities: 4.76% • Asian: 55.56% • Hispanic: 20.29% • White: 52.63%	2025-26: • All Students: >= 28.00% • English Learners: >= 7.00% • Socioeconomically Disadvantaged: >= 27.00% • Students with Disabilities: >= 10.00% • Asian: >= 40.00% • Hispanic: >= 27.00% • White: >= 30.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 82.7 points below standard • English Learners: 140.6 points below standard • Socioeconomically Disadvantaged: 89.0 points below standard • Students with Disabilities: 161.8 points below standard • Asian: 40.1 points below standard • Hispanic: 89.0 points below standard • White: 37.2 points below standard			2023-24: (2024 Dashboard) • All Students: 73.9 points below standard • English Learners: 122.8 points below standard • Socioeconomically Disadvantaged: 78.0 points below standard • Students with Disabilities: 157.4 points below standard • Hispanic: 83.2 points below standard • White: 9.9 points below standard	2025-26: (2026 Dashboard) • All Students: 73.0 points below standard • English Learners: 125.0 points below standard • Socioeconomically Disadvantaged: 79.0 points below standard • Students with Disabilities: 144.0 points below standard • Hispanic: 79.0 points below standard • White: 28.0 points below standard
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment	2023-24: (Fall to Spring) • All Students: 61.1%			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary:	2026-27: (Fall to Spring) • All Students: >= 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	from fall to spring (Source: NWEA MAP)	• English Learners: 62.1% • Socioeconomically Disadvantaged: 60.1% • Students with Disabilities: 53.5% • Hispanic: 59.4% • White: *			• All Students: 61.5% • English Learners: 57.9% • Socioeconomically Disadvantaged: 61.0% • Students with Disabilities: 70.2% • Hispanic: 60.3% • White: 61.9%	• English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50% • Hispanic: >= 50% • White: >= 50%
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 1.56 (CGP: 94th percentile) • English Learners: CGI: 2.75 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 1.46 (CGP: 93rd percentile) • Students with Disabilities: CGI: 1.61 (CGP: 95th percentile) • Hispanic: CGI: 1.49			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary • All Students: CGI: 1.19 (CGP: 88th percentile) • English Learners: CGI: 1.85 (CGP: 97th percentile) • Socioeconomically Disadvantaged: CGI: 1.19 (CGP: 88th percentile) • Students with Disabilities: CGI: 3.53 (CGP: 100th percentile)	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(CGP: 93rd percentile) • White: *			• Hispanic: CGI: 1.05 (CGP: 85th percentile) • White: CGI: 2.48 (CGP: 99th percentile)	• Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: CGI >= 0 (CGP >= 50th percentile)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 55.4%			2023-24: (2024 Dashboard) 23.3%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 18.2%			2023-24: (Internal) 7.7%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: • All Students: 5.6% • English Learners: 0.00% • Socioeconomically Disadvantaged: 5.26% • Students with Disabilities: 0.00% • Hispanic: 5.22%			2023-24: • All Students: 21.84% • English Learners: 0.00% • Socioeconomically Disadvantaged: 21.27% • Students with Disabilities: 2.22% • Hispanic: 19.18% • White: 0.00%	2025-26: • All Students: >= 20.00% • English Learners: >= 5.00% • Socioeconomically Disadvantaged: >= 20.00% • Students with Disabilities: >= 8.00% • Hispanic: >= 20.00% • White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	No	Fully Implemented			$2,846,360.63	$1,533,629.85

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff	Yes	Partially Implemented			$82,522.50	$42,935.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and Teacher Salaries. The following expenditures will be funded by federal Title funds: • Professional development expenses: Resource: Title IV, Part A ESEA; Amount: $4,500 • Professional development expenses: Resource: Title II; Amount: $33,062						
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated	Yes	Ongoing Implementation			$1,387,256.55	$706,181.37

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Educational Software, Staff benefits, Administrator and Teacher salaries. The following expenditures will be funded by federal Title funds: • Educational Software: Resource: Title I, Part A; Amount: $82,449.5 • Unemployment Insurance: Resource: Title I, Part A; Amount: $803.63 • Health & Welfare Benefits: Resource: Title I, Part A; Amount: $13,778.25						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	• OASDI/Medicare: Resource: Title I, Part A; Amount: $2330.54 • STRS: Resource: Title I, Part A; Amount: $30,698.9 • Teacher Salaries: Resource: Title I, Part A; Amount: $160,542 • Educational Software: Resource: Title IV: Amount $3,180						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for	Yes	Fully Implemented			$89,739.00	$45,856.63

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: Professional Services. The following expenditures will be funded by federal Title funds: • Professional Services: Resource: Title III - LEP; Amount: $89,739						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED	No	Fully Implemented			$1,747,684.22	$899,989.99

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: • Professional Services: Resource: Title IV, Part A ESEA; Amount: $8,000						

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 9.0%			2024-25: (As of 1/24/25) 9.0%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%			2024-25: (As of 1/24/25) 100.0%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%			2024-25: (As of 1/24/25) 100.0%	2026-27: >= 80%
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.7%			2024-25: (As of 1/24/25) 60.6%	2025-26: (2026 Dashboard) >= 55.0%
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 64.38%			2024-25: (As of 1/24/25) 49.17%	2025-26: >= 55.00%
3.6	Percentage of students who have demonstrated college preparedness pursuant to the	2022-23: 24.66%			2024-25: (As of 1/24/25) 38.36%	2025-26: >= 35.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)					
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 75.3%			2023-24: 73.1%	2025-26: >= 55.0%
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 60.0%			2023-24: 66.7%	2025-26: >= 55.0%
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 19.5%			2023-24: (2024 Dashboard) 31.2%	2025-26: (2026 Dashboard) >= 35.0%
3.10	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)	2022-23: (2023 Dashboard) 89.7%			2024-25: (As of 1/24/25) 86.9%	2025-26: (2026 Dashboard) >= 90.0%
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.0%			2024-25: (As of 1/24/25) 0.00%	2025-26: (2026 Dashboard) >= 10.0%
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences	2022-23: (2023 Dashboard) 0.0%			2024-25: (As of 1/24/25) 0.00%	2025-26: (2026 Dashboard) >= 10.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)					
3.13	Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 26.0%			2024-25: (As of 1/24/25) 29.3%	2025-26: (CDE DataQuest) >= 20.0%
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 45.2%			2024-25: (As of 1/24/25) 34.3%	2025-26: (CDE DataQuest) >= 30.0%
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 53.3%			2024-25: (As of 1/24/25) 49.5%	2026-27: >= 50.0%
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 88.0%			Data will be available in May 2025.	2026-27: >= 90%
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 76.0%			Data will be available in May 2025.	2026-27: >= 60%
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 52.7%			Class of 2022: 54.3%	Class of 2024: >= 60%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery	Yes	Partially Implemented			$377,292.97	$207,133.33

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: Educational Software.. The following expenditures will be funded by federal Title funds: • Educational Software: Resource: Title I, Part A; Amount: $500						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: Educational Software.	Yes	Fully Implemented			$3,000.00	$1,533.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: • Educational Software: Resource: Title I, Part A; Amount: $3,000						
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint,	Yes	Fully Implemented			$241,050.18	$107,099.72

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: Educational Software. The following expenditures will be funded by federal Title funds: • Educational Software: Resource: Title I, Part A; Amount: $3,000						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health	Yes	Fully Implemented			$486,710.55	$191,472.44

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE supplies expenses. The following expenditures will be funded by federal Title funds: • PE Supplies: Resource: Title IV, Part A; Amount: $15,000						
3.5	**Additional programs and activities that support well-rounded education**	Yes	Fully Implemented			$886,058.55	$470,069.73

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 5			2024-25: (As of 1/24/25) 3	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 3			2024-25: (As of 1/24/25) 1	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 78			2024-25: (As of 1/24/25) 25	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 14.4%			2024-25: (As of 1/24/25) 6.1%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.17%			2024-25 P-1 ADA: (Months 1-5) 93.06%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 23.5%			2023-24: (2024 Dashboard) 21.6% 2024-25: (As of 1/24/25) 20.7%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%			2024-25: (As of 1/24/25) 0.8%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 2.6%			2023-24: (CDE DataQuest) 0.0% 2024-25: (As of 1/24/25) 0.0%	2025-26: (CDE DataQuest) <= 2.0%
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 94.9%			2023-24: (2024 Dashboard) 97.4% 2024-25: (As of 1/24/25) 100.0%	2025-26: (2026 Dashboard) >= 95.0%
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 3.5%			2023-24: (2024 Dashboard) 2.5% 2024-25: (As of 1/24/25) 2.2%	2025-26: (2026 Dashboard) <= 2.5%
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2023-24: (CDE DataQuest) 0.13% 2024-25: (As of 1/24/25) 0.0%	2025-26: (CDE DataQuest) <= 0.50%
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 99.3% Families: 91.0% Staff: 100.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for	2023-24: Students: 55.0% Families: 92.0% Staff: 70.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 62% Families: 95% Staff: 77%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 84.38%			2024-25: (Spring 2024 to Fall 2024) 86%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for	Yes	Partially Implemented			$275.00	$140.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: 5940: Technology.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our	Yes	Partially Implemented			$372,165.75	$190,176.70

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Professional Services, Unemployment Insurance, OASDI/Medicare, STRS, and Teacher Salaries. The following expenditures will be funded by federal Title funds: • Professional Services: Resource: Title I, Part A; Amount: $9,001						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	• Unemployment Insurance: Resource: Title I, Part A; Amount: $55 • OASDI/Medicare: Resource: Title I, Part A; Amount: $159.5 • STRS: Resource: Title I, Part A; Amount: $2,101 • Teacher Salaries: Resource: Title I, Part A; Amount: $11,000						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will	Yes	Fully Implemented			$561,990.91	$278,782.75

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Instructional Materials & Supplies.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: • Instructional Materials & Supplies: Resource: Title I, Part A; Amount: $5,000						
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.	Yes	Fully Implemented			$3,500.00	$1,788.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: 5800 Professional Services 3010 Title I: $3,500						
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Corresponding personnel salaries, Marketing expenditures,	Yes	Fully Implemented			$454,955.47	$276,692.27

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	professional services, membership fees. The following expenditures will be funded by federal Title funds: N/A						

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$10,904,678.00	$5,572,290.00
LCFF Supplemental/Concentration Grants	$2,994,283.00	$1,530,079.00

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 2	David Garner Principal	dgarner@magnoliapublicschools.org (818) 758-0300

Goal 1

Goal Description
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 72.5%			2022-23: 63.2%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%			2024-25 (As of 1/24/25): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2024-25 (As of 1/24/25): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 78%			2024-25: (Fall 2023 to Fall 20224) 75%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 93.4%			2024-25: (First Semester) 93.8%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.	No	Ongoing Implementation			$29,750.00	$15,202.25

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks,	No	Ongoing Implementation			$484,606.88	$249,368.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: • Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: $22,909						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused	No	Ongoing Implementation			$2,320,739.51	$1,101,747.76

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative	Yes	Ongoing Implementation			$34,000.00	$12,264.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that	No	Ongoing Implementation			$1,286,316.25	$633,849.51

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A						

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%			2024-25: (As of 1/24/25) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 78%			2024-25: (As of 1/24/25) 10%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 55%			2024-25: (First semester) 49%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: • All Students: 42.73% • English Learners: 0.00% • Socioeconomically Disadvanta			2023-24: • All Students: 30.33% • English Learners: 3.64% • Socioeconomically Disadvanta	2025-26: • All Students: >= 40.00% • English Learners: >= 5.00% • Socioeconomically Disadvanta

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ged: 39.81% • Students with Disabilities: 21.66% • Asian: * • Hispanic: 40.98% • White: 50.0%			ged: 28.45% • Students with Disabilities: 13.11% • Hispanic: 28.75% • White: 35.72%	ged: >= 38.00% • Students with Disabilities: >= 20.00% • Hispanic: >= 39.00% • White: >= 45.00%
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 19.3 points below standard • English Learners: 83.5 points below standard • Socioeconomically Disadvantaged: 26.4 points below standard • Students with Disabilities: 65.5 points below standard • Asian: * • Hispanic: 21.9 points below standard			2023-24: (2024 Dashboard) • All Students: 47.5 points below standard • English Learners: 91.7 points below standard • Socioeconomically Disadvantaged: 51.8 points below standard • Students with Disabilities: 86.6 points below standard • Hispanic: 51.7 points below standard • White: 22.6 points above standard	2025-26: (2026 Dashboard) • All Students: 10.0 points below standard • English Learners: 70.0 points below standard • Socioeconomically Disadvantaged: 17.0 points below standard • Students with Disabilities: 56.0 points below standard • Hispanic: 12.0 points below standard • White: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: 47.7% • English Learners: 40.0% • Socioeconomically Disadvantaged: 48.1% • Students with Disabilities: 41.9% • Hispanic: 47.3% • White: *			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary: • All Students: 59.0% • English Learners: 77.1% • Socioeconomically Disadvantaged: 60.3% • Students with Disabilities: 68.3% • Hispanic: 61.1% • White: 3.33% • White: 76.2%	2026-27: (Fall to Spring) • All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50% • Hispanic: >= 50% • White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: -0.16 (CGP: 44th percentile) • English Learners: CGI: 0.60 (CGP: 73rd percentile) • Socioeconomically Disadvantaged: CGI: -0.25 (CGP: 40th percentile)			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary • All Students: CGI: 1.05 (CGP: 85th percentile) • English Learners: CGI: 5.21 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 1.17 (CGP:	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• Students with Disabilities: CGI: -0.30 (CGP: 38th percentile) • Hispanic: CGI: -0.38 (CGP: 35th percentile) • White: *			88th percentile) • Students with Disabilities: CGI: 2.21 (CGP: 99th percentile) • Hispanic: CGI: 1.21 (CGP: 89th percentile) • White: CGI: -0.39 (CGP: 35th percentile)	>= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: • All Students: 25.66% • English Learners: 2.44% • Socioeconomically Disadvantaged: 22.73% • Students with Disabilities: 13.33% • Asian: * • Hispanic: 25.0% • White: 25.0%			2023-24: • All Students: 13.76% • English Learners: 3.64% • Socioeconomically Disadvantaged: 12.57% • Students with Disabilities: 4.92% • Hispanic: 12.19% • White: 14.29%	2025-26: • All Students: >= 28.00% • English Learners: >= 7.00% • Socioeconomically Disadvantaged: >= 27.00% • Students with Disabilities: >= 15.00% • Hispanic: >= 28.00% • White: >= 28.00%
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the	2022-23: (2023 Dashboard) • All Students: 62.9 points			2023-24: (2024 Dashboard) • All Students: 110.4	2025-26: (2026 Dashboard) • All Students: 53.0 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	CA School Dashboard (Source: CA School Dashboard)	below standard • English Learners: 115.3 points below standard • Socioeconomically Disadvantaged: 70.9 points below standard • Students with Disabilities: 114.7 points below standard • Asian: * • Hispanic: 66.9 points below standard • White: 51.2 points below standard			points below standard • English Learners: 161.3 points below standard • Socioeconomically Disadvantaged: 115.0 points below standard • Students with Disabilities: 147.9 points below standard • Hispanic: 115.7 points below standard • White: 96.0 points below standard	below standard • English Learners: 100.0 points below standard • Socioeconomically Disadvantaged: 61.0 points below standard • Students with Disabilities: 100.0 points below standard • Hispanic: 57.0 points below standard • White: 42.0 points below standard
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: 48.8% • English Learners: 48.5% • Socioeconomically Disadvantaged: 49.6%			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary: • All Students: 50.2% • English Learners: 72.9% • Socioeconomically	2026-27: (Fall to Spring) • All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• Students with Disabilities: 50.0% • Hispanic: 49.9% • White: *			Disadvantaged: 50.3% • Students with Disabilities: 51.6% • Hispanic: 50.2% • White: 66.7%	• Students with Disabilities: >= 50% • Hispanic: >= 50% • White: >= 50%
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 0.51 (CGP: 69th percentile) • English Learners: CGI: 0.67 (CGP: 75th percentile) • Socioeconomically Disadvantaged: CGI: 0.51 (CGP: 69th percentile) • Students with Disabilities: CGI: 0.10 (CGP: 54th percentile) • Hispanic: CGI: 0.53 (CGP: 70th percentile) • White: *			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary • All Students: CGI: 0.20 (CGP: 58th percentile) • English Learners: CGI: 3.13 (CGP: 97th percentile) • Socioeconomically Disadvantaged: CGI: 0.15 (CGP: 82nd percentile) • Students with Disabilities: CGI: 0.90 (CGP: 100th percentile) • Hispanic: CGI: 0.13 (CGP: 55th percentile) • White: CGI: 1.81 (CGP:	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: CGI >= 0 (CGP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					96th percentile)	>= 50th percentile)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 60.0%			2023-24: (2024 Dashboard) 32.4%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 25.3%			2023-24: (Internal) 3.7%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: • All Students: 24.00% • English Learners: 0.00% • Socioeconomically Disadvantaged: 20.77% • Students with Disabilities: 7.41% • Hispanic: 20.61%			2023-24: • All Students: 19.35% • English Learners: 0.00% • Socioeconomically Disadvantaged: 18.49% • Students with Disabilities: 2.86% • Hispanic: 16.43% • White: 0.00%	2025-26: • All Students: >= 25.00% • English Learners: >= 5.00% • Socioeconomically Disadvantaged: >= 22.00% • Students with Disabilities: >= 10.00% • Hispanic: >= 22.00% • White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum**	No	Ongoing Implementation			$1,951,053.76	$942,144.49

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A						
2.2	**Professional development for high-quality instruction**	Yes	Ongoing Implementation			$114,500.00	$39,319.41

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: • Professional development - other expenses: Resource: Title II; Amount: $25,500 • Professional development - other expenses: Resource: Title IV, Part A ESEA (ESSA); Amount: $4,500						
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are	Yes	Partially Implemented			$963,741.31	$406,731.43

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Abre data visualization software fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds:						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	• Professional Services: Resource: Title I; Amount: $14,500 • Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: $6,180 • Educational Software: Resource: Title I; Amount: $45,444 • Intervention Teacher & Cert. Admin salary and benefits: Resource: Title I; Amount: $108,395.47						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter	Yes	Ongoing Implementation			$1,000.00	$511.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: • Professional Services: Resource: Title I; Amount: $1,000						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.	No	Ongoing Implementation			$1,112,802.43	$554,654.04

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A						

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 14%			2024-25: (As of 1/24/25) 16.0%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%			2024-25: (As of 1/24/25) 100.0%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%			2024-25: (As of 1/24/25) 96.0%	2026-27: >= 80%
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 81.6%			2024-25: (As of 1/24/25) 51.8%	2025-26: (2026 Dashboard) >= 55.0%
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 74.47%			2024-25: (As of 1/24/25) 52.38%	2025-26: >= 55.00%
3.6	Percentage of students who have demonstrated college preparedness pursuant to the	2022-23: 51.06%			2024-25: (As of 1/24/25) 25.71%	2025-26: >= 35.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)					
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 84.6%			2023-24: 72.7%	2025-26: >= 55.0%
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 17.0%			2023-24: 37.8%	2025-26: >= 55.0%
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 59.2%			2023-24: (2024 Dashboard) 51.2%	2025-26: (2026 Dashboard) >= 35.0%
3.10	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)	2022-23 (2023 Dashboard): 91.8%			2024-25: (As of 1/24/25) 98.2%	2025-26: (2026 Dashboard) >= 90.0%
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%			2024-25: (As of 1/24/25) 0.00%	2025-26: (2026 Dashboard) >= 10.0%
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences	2022-23: (2023 Dashboard) 0.00%			2024-25: (As of 1/24/25) 0.00%	2025-26: (2026 Dashboard) >= 10.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)					
3.13	Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 2.1%			2024-25: (As of 1/24/25) 21.4%	2025-26: (CDE DataQuest) >= 20.0%
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 55.3%			2024-25: (As of 1/24/25) 35.7%	2025-26: (CDE DataQuest) >= 30.0%
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 47.7%			2024-25: (As of 1/24/25) 41.1%	2026-27: >= 50.0%
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%			Data will be available in May 2025.	2026-27: >= 90%
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 82%			Data will be available in May 2025.	2026-27: >= 60%
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 51.2%			Class of 2022: 39.0%	Class of 2024: >= 60%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery	Yes	Ongoing Implementation			$155,196.82	$61,656.68

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: Educational Software: 3010 Title I: $500						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees.	Yes	Ongoing Implementation			$4,490.00	$2,294.39

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: • Educational Software: Resource: Title I; Amount: $2,000 • Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: $2,490						
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model	Yes	Ongoing Implementation			$116,828.92	$59,699.58

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a	Yes	Ongoing Implementation			$238,321.70	$104,720.79

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials,	Yes	Ongoing Implementation			$615,391.13	$326,455.60

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A						

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8			2024-25: (As of 1/24/25) 4	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 4			2024-25: (As of 1/24/25) 2	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 45			2024-25: (As of 1/24/25) 24	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 4.4%			2024-25: (As of 1/24/25) 0.2%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.3%			2024-25 P-1 ADA: (Months 1-5) 93.94%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 21.3%			2023-24: (2024 Dashboard) 20.7% 2024-25: (As of 1/24/25) 18.7%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%			2024-25: (As of 1/24/25) 0.0%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2023-24: (CDE DataQuest) 0.0% 2024-25: (As of 1/24/25) 0.0%	2025-26: (CDE DataQuest) <= 2.0%
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 95.9%			2023-24: (2024 Dashboard) 97.8% 2024-25: (As of 1/24/25) 100.0%	2025-26: (2026 Dashboard) >= 95.0%
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%			2023-24: (2024 Dashboard) 0.5% 2024-25: (As of 1/24/25) 1.3%	2025-26: (2026 Dashboard) <= 2.5%
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2023-24: (CDE DataQuest) 0.00% 2024-25: (As of 1/24/25) 0.0%	2025-26: (CDE DataQuest) <= 0.50%
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 100.0% Families: 100.0% Staff: 100.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for	2023-24: Students: 57.0% Families: 90.0% Staff: 69.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 65% Families: 95% Staff: 72%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 86.46%			2024-25: (Spring 2024 to Fall 2024) 81%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for	Yes	Ongoing Implementation			$275.00	$140.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses, technology.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our	Yes	Ongoing Implementation			$373,958.20	$192,015.87

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: • Professional Services: Resource: Title I; Amount: $17,500 • Teacher Salary and Benefits: Resource: Title I; Amount: $12,105						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and	Yes	Ongoing Implementation			$897,212.38	$369,371.45

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Non-Instructional Student Supplies: Resource: Title III (Imm. Ed.); Amount: $2,866 • Instructional Materials and Supplies: Resource: Title I; Amount: $3,738 • Salary and benefits: Resource: Title I, Part A; Amount: $44,954						
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for	Yes	Planned			$2,200.00	$1,124.20

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: 5800 Professional Services - 3010 Title I: $2,200						
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range	Yes	Ongoing Implementation			$365,542.89	$267,626.49

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A						

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$7,408,630.00	$3,785,810.00
LCFF Supplemental/Concentration Grants	$2,043,654	$1,044,307.00

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Zekeriya Ocel Principal	zocel@magnoliapublicschools.org (310) 637-3806

Goal 1

Goal Description
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 77.5%			2022-23: 77.9%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%			2024-25 (As of 1/24/25): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2024-25 (As of 1/24/25): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 74%			2024-25: (Fall 2023 to Fall 20224) 87%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 92.2%			2024-25: (First Semester) 91.8%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees.	No	Partially Implemented			$25,970.00	$13,270.67

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks,	No	Fully Implemented			$380,785.49	$202,649.73

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: • Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: $963.54						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused	No	Fully Implemented			$496,565.73	$257,418.49

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, , maintenance and repair services, gas/electric, health and safety related expenses, and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and	Yes	Fully Implemented			$18,020.00	$9,208.22

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The	No	Fully Implemented			$617,729.03	$311,285.09

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A						

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%			2024-25: (As of 1/24/25) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 69%			2024-25: (As of 1/24/25) 44%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 79%			2024-25: (First semester) 76%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: • All Students: 32.66% • English Learners: 0.00% • Socioeconomically Disadvanta			2023-24: • All Students: 36.37% • English Learners: * • Socioeconomically Disadvantaged: 30.92%	2025-26: • All Students: >= 40.00% • English Learners: >= 5.00% • Socioeconomically Disadvanta

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ged: 33.08% • Students with Disabilities: 17.39% • African American: 29.49% • Asian: * • Hispanic: 32.74% • White: *			• Students with Disabilities: 8.00% • African American: 32.67% • Hispanic: 36.61% • White: *	ged: >= 40.00% • Students with Disabilities: >= 20.00% • African American: >= 38.00% • Hispanic: >= 40.00% • White: *
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 40.2 points below standard • English Learners: 117.8 points below standard • Socioeconomically Disadvantaged: 41.8 points below standard • Students with Disabilities: 119.4 points below standard • African American: 37.9 points below standard			2023-24: (2024 Dashboard) • All Students: 38.4 points below standard • English Learners: 90.9 points below standard • Socioeconomically Disadvantaged: 48.1 points below standard • Students with Disabilities: 137.4 points below standard • African American: 47.2 points below standard	2025-26: (2026 Dashboard) • All Students: 31.0 points below standard • English Learners: 103.0 points below standard • Socioeconomically Disadvantaged: 32.0 points below standard • Students with Disabilities: 103.0 points below standard • African American: 28.0 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• Hispanic: 47.6 points below standard • White: *			• Hispanic: 36.2 points below standard • White: *	• Hispanic: 38.0 points below standard • White: *
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: 61.3% • English Learners: 69.2% • Socioeconomically Disadvantaged: 66.2% • Students with Disabilities: 48.8% • African American: 53.8% • Hispanic: 65.0%			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary: • All Students: 59.4% • English Learners: 33.3% • Socioeconomically Disadvantaged: 63.6% • Students with Disabilities: 65.5% • African American: 53.5% • Hispanic: 62.1% • White: *	2026-27: (Fall to Spring) • All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50% • African American: >= 50% • Hispanic: >= 50% • White:*
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 1.03 (CGP: 85th percentile) • English Learners: CGI: 0.00 (CGP: 50th percentile) • Socioeconomically Disadvanta			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary • All Students: CGI: 0.67 (CGP: 75th percentile) • English Learners: CGI: -1.05 (CGP: 15th percentile)	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ged: CGI: 1.51 (CGP: 93rd percentile) • Students with Disabilities: CGI: -0.44 (CGP: 33rd percentile) • African American: CGI: 0.04 (CGP: 52nd percentile) • Hispanic: CGI: 1.64 (CGP: 95th percentile)			• Socioeconomically Disadvantaged: CGI: 1.01 (CGP: 84th percentile) • Students with Disabilities: CGI: 1.39 (CGP: 92nd percentile) • African American: CGI: -0.02 (CGP: 49th percentile) • Hispanic: CGI: 1.02 (CGP: 85th percentile) • White: *	• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) • African American: CGI >= 0 (CGP >= 50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: *
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: • All Students: 8.50% • English Learners: 0.00% • Socioeconomically Disadvantaged: 10.45% • Students with Disabilities: 0.00% • African American: 6.41%			2023-24: • All Students: 17.19% • English Learners: * • Socioeconomically Disadvantaged: 15.03% • Students with Disabilities: 3.70% • African American: 15.84%	2025-26: • All Students: >= 20.00% • English Learners: >= 7.00% • Socioeconomically Disadvantaged: >= 20.00% • Students with Disabilities: >= 7.00% • African American: >= 20.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• Hispanic: 9.64% • White: *			• Hispanic: 16.81% • White: *	• Hispanic: >= 20.00% • White: *
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 109.5 points below standard • English Learners: 156.8 points below standard • Socioeconomically Disadvantaged: 106.8 points below standard • Students with Disabilities: 175.1 points below standard • African American: 120.7 points below standard • Hispanic: 104.2 points below standard • White: *			2023-24: (2024 Dashboard) • All Students: 92.6 points below standard • English Learners: 104.0 points below standard • Socioeconomically Disadvantaged: 95.5 points below standard • Students with Disabilities: 149.9 points below standard • African American: 94.2 points below standard • Hispanic: 93.6 points below standard • White: *	2025-26: (2026 Dashboard) • All Students: 94.0 points below standard • English Learners: 135.0 points below standard • Socioeconomically Disadvantaged: 91.0 points below standard • Students with Disabilities: 145.0 points below standard • African American: 102.0 points below standard • Hispanic: 89.0 points below standard • White: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: 55.4% • English Learners: 64.3% • Socioeconomically Disadvantaged: 57.6% • Students with Disabilities: 58.5% • African American: 46.2% • Hispanic: 61.8%			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary: • All Students: 70.4% • English Learners: 75.0% • Socioeconomically Disadvantaged: 74.8% • Students with Disabilities: 82.1% • African American: 68.6% • Hispanic: 71.8% • White: *	2026-27: (Fall to Spring) • All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50% • African American: >= 50% • Hispanic: >= 50% • White: *
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 1.22 (CGP: 89th percentile) • English Learners: CGI: 0.00 (CGP: 50th percentile) • Socioeconomically Disadvantaged: CGI: 1.62 (CGP: 95th percentile) • Students with Disabilities:			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary • All Students: CGI: 2.54 (CGP: 99th percentile) • English Learners: CGI: 6.82 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 3.11 (CGP: 100th percentile)	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		CGI: -0.25 (CGP: 40th percentile) • African American: CGI: -0.24 (CGP: 41st percentile) • Hispanic: CGI: 2.22 (CGP: 99th percentile)			• Students with Disabilities: CGI: 2.52 (CGP: 99th percentile) • African American: CGI: 1.38 (CGP: 92nd percentile) • Hispanic: CGI: 3.20 (CGP: 100th percentile) • White: *	• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) • African American: CGI >= 0 (CGP >= 50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: *
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 68.0%			2023-24: (2024 Dashboard) 38.9%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 24.0%			2023-24: (Internal) 13.3%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: • All Students: 8.08% • English Learners: * • Socioeconomically Disadvantaged: 8.82% • Students with Disabilities: 0.00%			2023-24: • All Students: 16.00% • English Learners: * • Socioeconomically Disadvantaged: 18.68% • Students with	2025-26: • All Students: >= 20.00% • English Learners: * • Socioeconomically Disadvantaged: >= 20.00% • Students with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• Hispanic: 13.79% • African American: 0.00			Disabilities: 0.00% • African American: 2.33% • Hispanic: 21.25% • White: *	Disabilities: >= 8.00% • African American: >= 15.00% • Hispanic: >= 20.00% • White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.	No	Fully Implemented			$1,807,266.90	$917,448.56

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A						
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students	Yes	Fully Implemented			$37,643.32	$19,235.74

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: • Tuition reimbursement and other professional development: Resource: Title II, Part A; Amount: $25,442.12						
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across	Yes	Partially Implemented			$727,905.21	$384,008.92

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, and evidence-						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	based supplemental intervention/enrichment program fees (IXL, MyON, BrainPOP, Flocabulary, and Nearpod) The following expenditures will be funded by federal Title funds: • Teacher & admin salaries and benefits Resource: Title I: $96,532.72 • Professional Services Resource: Title I: $3,180 • Educational Software Resource: Title I: $37,028.98 • Educational Software Resource: Title IV, part A: $3,370.8						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as	Yes	Partially Implemented			$125,936.73	$41,231.15

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend. The following expenditures will be funded by federal Title funds: N/A						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.	No	Partially Implemented			$924,604.90	$489,566.43

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A						

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 9%			2024-25: (As of 1/24/25) 7.0%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 94%			2024-25: (As of 1/24/25) 90.0%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%			2024-25: (As of 1/24/25) 100.0%	2026-27: >= 80%
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 44.0%			2024-25: (As of 1/24/25) 45.9%	2025-26: (2026 Dashboard) >= 55.0%
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 48.0%			2024-25: (As of 1/24/25) 46.00%	2025-26: >= 55.00%
3.6	Percentage of students who have demonstrated college preparedness pursuant to the	2022-23: 12.00%			2024-25: (As of 1/24/25) 45.74%	2025-26: >= 35.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)					
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 11.4%			2023-24: 0.00%	2025-26: >= 55.0%
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 4.1%			2023-24: 8.5%	2025-26: >= 55.0%
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 16.0%			2023-24: (2024 Dashboard) 37.5%	2025-26: (2026 Dashboard) >= 35.0%
3.10	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)	2022-23 (2023 Dashboard): 90.0%			2024-25: (As of 1/24/25) 90.0%	2025-26: (2026 Dashboard) >= 90.0%
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.0%			2024-25: (As of 1/24/25) 0.00%	2025-26: (2026 Dashboard) >= 10.0%
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences	2022-23: (2023 Dashboard) 0.0%			2024-25: (As of 1/24/25) 0.00%	2025-26: (2026 Dashboard) >= 10.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)					
3.13	Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 4.3%			2024-25: (As of 1/24/25) 3.3%	2025-26: (CDE DataQuest) >= 20.0%
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 38.3%			2024-25: (As of 1/24/25) 15.0%	2025-26: (CDE DataQuest) >= 30.0%
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 27.3%			2024-25: (As of 1/24/25) 30.0%	2026-27: >= 50.0%
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 68%			Data will be available in May 2025.	2026-27: >= 90%
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 55%			Data will be available in May 2025.	2026-27: >= 60%
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 77.3%			Class of 2022: 78.0%	Class of 2024: >= 60%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery	Yes	Partially Implemented			$135,463.70	$110,639.18

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: • Instructional Materials & Sups.: Title IV Part A; Amount: $3,180						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.	Yes	Partially Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A						
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint,	Yes	Fully Implemented			$107,361.16	$58,986.44

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School	Yes	Fully Implemented			$181,332.74	$92,661.03

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: • Title IV, Part A: Salary and Benefits Amount: $6,052.5						
3.5	**Additional programs and activities that support well-rounded education**	Yes	Fully Implemented			$490,309.09	$264,994.23

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7			2024-25: (As of 1/24/25) 3	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 2			2024-25: (As of 1/24/25) 1	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22			2024-25: (As of 1/24/25) 7	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 13.6%			2024-25: (As of 1/24/25) 2.2%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 91.95%			2024-25 P-1 ADA: (Months 1-5) 93.12%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 33.9%			2023-24: (2024 Dashboard) 25.3% 2024-25: (As of 1/24/25) 22.8%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 2.5%			2024-25: (As of 1/24/25) 0.0%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 2.0%			2023-24: (CDE DataQuest) 4.4% 2024-25: (As of 1/24/25) 0.0%	2025-26: (CDE DataQuest) <= 2.0%
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 94.0%			2023-24: (2024 Dashboard) 93.9% 2024-25: (As of 1/24/25) 98.4%	2025-26: (2026 Dashboard) >= 95.0%
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 6.8%			2023-24: (2024 Dashboard) 2.2% 2024-25: (As of 1/24/25) 1.2%	2025-26: (2026 Dashboard) <= 2.5%
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2023-24: (CDE DataQuest) 0.00% 2024-25: (As of 1/24/25) 0.0%	2025-26: (CDE DataQuest) <= 0.50%
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 98.4% Families: 70.5% Staff: 100.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for	2023-24: Students: 63.0% Families: 96.0% Staff: 74.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 70% Families: 94% Staff: 73%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 85.30%			2024-25: (Spring 2024 to Fall 2024) 84%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for	Yes	Fully Implemented			$275.00	$140.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are	Yes	Fully Implemented			$147,586.67	$75,416.79

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds. • Stipends for home visits: Resource: Title I, Part A; Amount: $16,146.75						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and	Yes	Fully Implemented			$506,707.37	$282,211.38

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	additional services for homeless students. The following expenditures will be funded by federal Title funds: • Additional services, material, and supplies for homeless students: Resource: Title I; Amount: $4,129.76						
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze	Yes	Fully Implemented			$1,696.00	$866.66

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: 5800 Professional Services: 3010 Title I: $1,696						
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.	Yes	Fully Implemented			$255,042.54	$160,596.86

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A						

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$5,411,323.00	$2,765,186.00
LCFF Supplemental/Concentration Grants	$1,044,835.00	$533,911.00

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Elizabeth Rizzuto Principal	erizzuto@magnoliapublicschools.org (310) 473-2464

Goal 1

Goal Description
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 93.8%			2022-23: 79.6%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%			2024-25 (As of 1/24/25): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2024-25 (As of 1/24/25): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 33%			2024-25: (Fall 2023 to Fall 20224) 70%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 97.0%			2024-25: (First Semester) 95.3%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.	No	Fully Implemented			$12,300.00	$6,285.30

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks,	No	Fully Implemented			$98,600.13	$43,347.69

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and copier fees. The following expenditures will be funded by federal Title funds: N/A						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor	No	Fully Implemented			$260,184.00	$160,548.02

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), insurance costs (workers compensation, CharterSAFE, etc.) , yearbook, and transportation expenses. The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and	Yes	Partially Implemented			$9,000.00	$4,599.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The	No	Fully Implemented			$252,968.65	$118,169.08

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A						

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%			2024-25: (As of 1/24/25) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 98%			2024-25: (As of 1/24/25) 57%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 74%			2024-25: (First semester) 77%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: • All Students: 44.44% • English Learners: * • Socioeconomically Disadvanta			2023-24: • All Students: 47.45% • English Learners: 9.09% • Socioeconomically Disadvanta	2025-26: • All Students: >= 47.00% • English Learners: * • Socioeconomically Disadvantaged: >= 47.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ged: 44.44% • Students with Disabilities: * • Asian: * • Hispanic: 43.75% • White: *			ged: 46.29% • Students with Disabilities: 45.45% • Hispanic: 44.68% • White: *	• Students with Disabilities: * • Hispanic: >= 47.00% • White: *
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 15.4 points below standard • English Learners: * • Socioeconomically Disadvantaged: 15.4 points below standard • Students with Disabilities: * • Asian: * • Hispanic: 15.8 points below standard • White: *			2023-24: (2024 Dashboard) • All Students: 0.2 points above standard • English Learners: 59.1 points below standard • Socioeconomically Disadvantaged: 1.8 points below standard • Students with Disabilities: 8.6 points below standard • Hispanic: 3.2 points above standard • White: *	2025-26: (2026 Dashboard) • All Students: 5.0 points below standard • English Learners: * • Socioeconomically Disadvantaged: 5.0 points below standard • Students with Disabilities: * • Hispanic: 5.0 points below standard • White: *
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress	2023-24: (Fall to Spring) • All Students: 80.2%			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary:	2026-27: (Fall to Spring) • All Students: >= 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	(MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	• English Learners: 78.9% • Socioeconomically Disadvantaged: 78.8% • Students with Disabilities: * • Hispanic: 79.5% • White: *			• All Students: 70.6% • English Learners: 84.6% • Socioeconomically Disadvantaged: 71.2% • Students with Disabilities: 87.5% • Hispanic: 72.9% • White: *	• English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50% • Hispanic: >= 50% • White: *
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 3.89 (CGP: 100th percentile) • English Learners: CGI: 0.00 (CGP: 79th percentile) • Socioeconomically Disadvantaged: CGI: 3.81 (CGP: 100th percentile) • Students with Disabilities: * • Hispanic: CGI: 3.86 (CGP: 100th percentile)			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary • All Students: CGI: 4.18 (CGP: 100th percentile) • English Learners: CGI: 10.55 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 4.26 (CGP: 100th percentile) • Students with Disabilities: CGI: 8.23 (CGP:	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• White: *			100th percentile) • Hispanic: CGI: 4.37 (CGP: 100th percentile) • White: *	• Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: *
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: • All Students: 11.11% • English Learners: * • Socioeconomically Disadvantaged: 11.11% • Students with Disabilities: * • Asian: * • Hispanic: 31.5% • White: *			2023-24: • All Students: 15.25% • English Learners: 0.00% • Socioeconomically Disadvantaged: 14.81% • Students with Disabilities: 18.18% • Hispanic: 17.03% • White: *	2025-26: • All Students: >= 20.00% • English Learners: * • Socioeconomically Disadvantaged: >= 20.00% • Students with Disabilities: * • Hispanic: >= 33.00% • White: *
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 136.1 points below standard • English Learners: * • Socioeconomically Disadvantaged: 136.1 points below standard			2023-24: (2024 Dashboard) • All Students: 93.6 points below standard • English Learners: 129.5 points below standard • Socioeconomically Disadvantaged: 97.9	2025-26: (2026 Dashboard) • All Students: 95.0 points below standard • English Learners: * • Socioeconomically Disadvantaged: 95.0 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• Students with Disabilities: * • Asian: * • Hispanic: 138.4 points below standard • White: *			points below standard • Students with Disabilities: 90.8 points below standard • Hispanic: 90.8 points below standard • White: *	• Students with Disabilities: * • Hispanic: 95.0 points below standard • White: *
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: 74.7% • English Learners: 73.7% • Socioeconomically Disadvantaged: 73.3% • Students with Disabilities: * • Hispanic: 73.8% • White: *			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary: • All Students: 80.0% • English Learners: 83.3% • Socioeconomically Disadvantaged: 81.6% • Students with Disabilities: 81.3% • Hispanic: 82.1% • White: *	2026-27: (Fall to Spring) • All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50% • Hispanic: >= 50% • White: *
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the	2023-24: (Fall to Spring) • All Students: CGI: 4.58 (CGP: 100th percentile)			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary • All Students: CGI: 4.60 (CGP:	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	national growth norms (Source: NWEA MAP)	• English Learners: CGI: 0.00 (CGP: 50th percentile) • Socioeconomically Disadvantaged: CGI: 4.07 (CGP: 100th percentile) • Students with Disabilities: * • Hispanic: CGI: 4.66 (CGP: 100th percentile) • White: *			100th percentile) • English Learners: CGI: 8.55 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 4.52 (CGP: 100th percentile) • Students with Disabilities: CGI: 5.78 (CGP: 100th percentile) • Hispanic: CGI: 4.76 (CGP: 100th percentile) • White: *	• English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: *
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 61.1%			2023-24: (2024 Dashboard) 63.6%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 27.8%			2023-24: (Internal) 26.3%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: • All Students: 11.11%			2023-24: • All Students: 28.13%	2025-26: • All Students: >= 30.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• English Learners: * • Socioeconomically Disadvantaged: 11.11% • Students with Disabilities: * • Hispanic: 12.5%			• English Learners: 0.00% • Socioeconomically Disadvantaged: 30.00% • Students with Disabilities: 0.00% • Hispanic: 28.57% • White: *	• English Learners: * • Socioeconomically Disadvantaged: >= 30.00% • Students with Disabilities: * • Hispanic: >= 30.00% • White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the	No	Fully Implemented			$753,143.38	$377,568.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A						
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough	Yes	Fully Implemented			$24,131.00	$12,330.94

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: $5,131						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following:	Yes	Partially Implemented			$265,257.23	$136,380.60

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Assistant Principal salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, and myON.) The following expenditures will be funded by federal Title funds: • Teacher & admin stipends for Study Hour & Saturday school Resource: Title I, Part A; Amount: $50,932.31 • NWEA MAP testing fees: Resource: Title I, Part A; Amount: $17,234.5 • Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: $5,000						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to	Yes	Fully Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator stipend. The following expenditures will be funded by federal Title funds: N/A						
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their	No	Fully Implemented			$255,877.00	$133,296.91

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A						

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 13%			2024-25: (As of 1/24/25) 1.0%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%			2024-25: (As of 1/24/25) 100.0%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 90%			2024-25: (As of 1/24/25) 91.0%	2026-27: >= 80%
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.0%			2024-25: (As of 1/24/25) 90.3%	2025-26: (2026 Dashboard) >= 55.0%
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 44.44%			2024-25: (As of 1/24/25) 29.17%	2025-26: >= 55.00%
3.6	Percentage of students who have demonstrated college preparedness pursuant to the	2022-23: 11.11%			2024-25: (As of 1/24/25) 52.00%	2025-26: >= 35.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)					
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 58.3%			2023-24: 35.7%	2025-26: >= 55.0%
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 16.0%			2023-24: 12.5%	2025-26: >= 55.0%
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 36.0%			2023-24: (2024 Dashboard) 50.0%	2025-26: (2026 Dashboard) >= 35.0%
3.10	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)	2022-23 (2023 Dashboard): 96.0%			2024-25: (As of 1/24/25) 93.5%	2025-26: (2026 Dashboard) >= 90.0%
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%			2024-25: (As of 1/24/25) 0.00%	2025-26: (2026 Dashboard) >= 10.0%
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences	2022-23: (2023 Dashboard) 0.00%			2024-25: (As of 1/24/25) 0.00%	2025-26: (2026 Dashboard) >= 10.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)					
3.13	Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 0.00%			2024-25: (As of 1/24/25) 16.1%	2025-26: (CDE DataQuest) >= 20.0%
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 47.8%			2024-25: (As of 1/24/25) 22.6%	2025-26: (CDE DataQuest) >= 30.0%
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 46.7%			2024-25: (As of 1/24/25) 48.4%	2026-27: >= 50.0%
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%			Data will be available in May 2025.	2026-27: >= 90%
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 100%			Data will be available in May 2025.	2026-27: >= 60%
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 52.2%			Class of 2022: 73.1%	Class of 2024: >= 60%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery	Yes	Ongoing Implementation			$145,133.00	$75,333.82

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: • College Counselor salary and benefits (partial): Resource: Title IV, Part A; Amount: $16,218.33						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.	Yes	Fully Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A						
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint,	Yes	Fully Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School	Yes	Fully Implemented			$9,790.00	$5,002.69

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A						
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts,	Yes	Ongoing Implementation			$181,957.75	$103,968.94

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8			2024-25: (As of 1/24/25) 3	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8			2024-25: (As of 1/24/25) 2	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22			2024-25: (As of 1/24/25) 20	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 29.3%			2024-25: (As of 1/24/25) 5.3%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 89.60%			2024-25 P-1 ADA: (Months 1-5) 93.04%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) N/A%			2023-24: (2024 Dashboard) 38.0% 2024-25: (As of 1/24/25) 22.6%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: N/A			2024-25: (As of 1/24/25) 0.0%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 4.2%			2023-24: (CDE DataQuest) 6.7% 2024-25: (As of 1/24/25) 0.0%	2025-26: (CDE DataQuest) <= 2.0%
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 96.0%			2023-24: (2024 Dashboard) 93.8% 2024-25: (As of 1/24/25) 100.0%	2025-26: (2026 Dashboard) >= 95.0%
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 4.9%			2023-24: (2024 Dashboard) 0.7% 2024-25: (As of 1/24/25) 0.0%	2025-26: (2026 Dashboard) <= 2.5%
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2023-24: (CDE DataQuest) 0.00% 2024-25: (As of 1/24/25) 0.0%	2025-26: (CDE DataQuest) <= 0.50%
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 100.0% Families: 100.0% Staff: 100.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for	2023-24: Students: 70.0% Families: 96.0% Staff: 94.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 75% Families: 95% Staff: 100%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 89.16%			2024-25: (Spring 2024 to Fall 2024) 89%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for	Yes	Partially Implemented			$275.00	$140.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are	Yes	Fully Implemented			$126,944.00	$64,868.39

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: • ParentSquare software fees: Resource: Title I, Part A: Amount: $600 • Home Visit Compensation: Resource: Title I, Part A: Amount: $4,236.75						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an	Yes	Fully Implemented			$276,079.90	$152,362.52

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Additional services for homeless students: Resource: Title I, Part A; Amount: $1,145						
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents	Yes	Partially Implemented			$500.00	$255.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: 5800 Professional Services: 3010 Title 1: $500						
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect	Yes	Fully Implemented			$125,570.63	$64,166.60

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A						

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$1,963,556.00	$1,003,377.00
LCFF Supplemental/Concentration Grants	$552,170.00	$282,159.00

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 5	Ali Kaplan Principal	akaplan@magnoliapublicschools.org (818) 705-5676

Goal 1

Goal Description
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 62.7%			2022-23: 59.3%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%			2024-25 (As of 1/24/25): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2024-25 (As of 1/24/25): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 60%			2024-25: (Fall 2023 to Fall 20224) 71%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 93.1%			2024-25: (First Semester) 95.2%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.	No	Ongoing Implementation			$17,755.00	$9,072.81

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks,	No	Ongoing Implementation			$198,432.98	$96,594.83

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: • Title II, Purchased ADOBE software under 5940 Technology:$963.54						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused	No	Ongoing Implementation			$366,565.78	$195,540.12

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative	Yes	Ongoing Implementation			$24,360.00	$12,447.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that	No	Ongoing Implementation			$347,839.20	$165,869.07

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: 5800 Professional Services: 3010 Title I: $9,307						

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%			2024-25: (As of 1/24/25) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 88%			2024-25: (As of 1/24/25) 63%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 62%			2024-25: (First semester) 71%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: • All Students: 45.04% • English Learners: 12.0% • Socioeconomically Disadvanta			2023-24: • All Students: 37.98% • English Learners: 2.70% • Socioeconomically Disadvanta	2025-26: • All Students: >= 40.00% • English Learners: >= 10.00% • Socioeconomically Disadvanta

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ged: 42.86% • Students with Disabilities: 23.53% • Asian: * • Hispanic: 43.36% • White: *			ged: 38.60% • Students with Disabilities: 39.13% • Hispanic: 34.51% • White: *	ged: >= 40.00% • Students with Disabilities: >= 20.00% • Hispanic: >= 40.00% • White: *
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 0.5 points above standard • English Learners: 54.2 points below standard • Socioeconomically Disadvantaged: 3.4 points below standard • Students with Disabilities: 35.9 points below standard • Asian: * • Hispanic: 2.7 points below standard • White: *			2023-24: (2024 Dashboard) • All Students: 27.9 points below standard • English Learners: 66.0 points below standard • Socioeconomically Disadvantaged: 28.3 points below standard • Students with Disabilities: 46.8 points below standard • Hispanic: 31.2 points below standard • White: *	2025-26: (2026 Dashboard) • All Students: 4.0 points above standard • English Learners: 45.0 points below standard • Socioeconomically Disadvantaged: 1.0 points above standard • Students with Disabilities: 26.0 points below standard • Hispanic: 1.0 points above standard • White: *
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress	2023-24: (Fall to Spring)			Fall 2023 to Fall 2024 MAP Reading -	2026-27: (Fall to Spring)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	(MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	• All Students: 85.5% • English Learners: 86.0% • Socioeconomically Disadvantaged: 79.3% • Students with Disabilities: 93.1% • Hispanic: 85.3% • White: *			Student Growth Summary: • All Students: 70.7% • English Learners: 71.9% • Socioeconomically Disadvantaged: 68.9% • Students with Disabilities: 88.5% • Hispanic: 69.0% • White: 80.0%	• All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50% • Hispanic: >= 50% • White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 4.41 (CGP: 100th percentile) • English Learners: CGI: 5.60 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 4.63 (CGP: 100th percentile) • Students with Disabilities: *			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary • All Students: CGI: 3.10 (CGP: 100th percentile) • English Learners: CGI: 4.93 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 3.22 (CGP: 100th percentile) • Students with Disabilities:	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >=

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• Hispanic: CGI: 4.33 (CGP: 100th percentile) • White: *			CGI: 4.66 (CGP: 100th percentile) • Hispanic: CGI: 3.00 (CGP: 100th percentile) • White: CGI: 3.80 (CGP: 100th percentile)	50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: • All Students: 34.29% • English Learners: 26.47% • Socioeconomically Disadvantaged: 35.20% • Students with Disabilities: 23.53% • Asian: * • Hispanic: 34.17% • White: *			2023-24: • All Students: 22.83% • English Learners: 5.56% • Socioeconomically Disadvantaged: 23.43% • Students with Disabilities: 22.32% • Hispanic: 20.29% • White: *	2025-26: • All Students: >= 28.00% • English Learners: >= 25.00% • Socioeconomically Disadvantaged: >= 28.00% • Students with Disabilities: >= 25.00% • Hispanic: >= 28.00% • White: *
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 49.4 points below standard • English Learners: 52.1 points			2023-24: (2024 Dashboard) • All Students: 79.6 points below standard • English Learners: 92.4 points	2025-26: (2026 Dashboard) • All Students: 40.0 points below standard • English Learners: 43.0 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		below standard • Socioeconomically Disadvantaged: 49.4 points below standard • Students with Disabilities: 69.8 points below standard • Asian: * • Hispanic: 53.3 points below standard • White: *			below standard • Socioeconomically Disadvantaged: 81.6 points below standard • Students with Disabilities: 97.7 points below standard • Hispanic: 82.6 points below standard • White: *	below standard • Socioeconomically Disadvantaged: 40.0 points below standard • Students with Disabilities: 60.0 points below standard • Hispanic: 44.0 points below standard • White: *
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: 86.6% • English Learners: 86.2% • Socioeconomically Disadvantaged: 87.4% • Students with Disabilities: 82.8% • Hispanic: 85.3% • White: *			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary: • All Students: 65.4% • English Learners: 60.6% • Socioeconomically Disadvantaged: 63.2% • Students with Disabilities: 72.0% • Hispanic: 63.8% • White: 80.0%	2026-27: (Fall to Spring) • All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50% • Hispanic: >= 50% • White: >= 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 5.72 (CGP: 100th percentile) • English Learners: CGI: 6.81 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 6.08 (CGP: 100th percentile) • Students with Disabilities: * • Hispanic: CGI: 5.48 (CGP: 100th percentile) • White: *			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary • All Students: CGI: 5.55 (CGP: 100th percentile) • English Learners: CGI: 7.25 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 5.81 (CGP: 100th percentile) • Students with Disabilities: CGI: 3.98 (CGP: 100th percentile) • Hispanic: CGI: 5.34 (CGP: 100th percentile) • White: CGI: 5.32 (CGP: 100th percentile)	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: CGI >= 0 (CGP >= 50th percentile)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP)	2022-23: (2023 Dashboard) 63.2%			2023-24: (2024 Dashboard) 53.0%	2025-26: (2026 Dashboard) >= 50.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	between prior and current year (Source: CA School Dashboard)					
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 21.5%			2023-24: (Internal) 20.3%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: • All Students: 13.73% • English Learners: * • Socioeconomically Disadvantaged: 11.63% • Students with Disabilities: * • Hispanic: 13.33%			2023-24: • All Students: 30.88% • English Learners: 16.67% • Socioeconomically Disadvantaged: 31.67% • Students with Disabilities: * • Hispanic: 30.35% • White: *	2025-26: • All Students: >= 25.00% • English Learners: * • Socioeconomically Disadvantaged: >= 25.00% • Students with Disabilities: * • Hispanic: >= 25.00% • White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services	No	Ongoing Implementation			$1,084,158.70	$538,216.65

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A						
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional	Yes	Ongoing Implementation			$47,697.22	$24,373.28

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds:						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	• 4035 Title II 5864 Prof Dev-Other $15,900 • 4127 Title IV, Part A ESEA (ESSA) 5863 Prof Development $4,770						
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during	Yes	Ongoing Implementation			$459,641.52	$229,036.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: • 4127 Title IV, Part A ESEA (ESSA) 4340 Education Software $8,860.54 • 3010 Title I 4340 Education Software $11,665						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	• 3010 Title I 3500 Unemployment Insurance $373.23 • 3010 Title I 3300 OASDI/Medicare $1,082.36 • 3010 Title I 3100 STRS $14,257.39 • 3010 Title I 1100 Teacher Salaries $74,646 • 3010 Title I 5800 Professional Services $5,300						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and	Yes	Ongoing Implementation			$88,945.82	$48,554.04

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: N/A						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED	No	Ongoing Implementation			$615,595.98	$330,857.85

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: • 4127 Title IV, Part A ESEA (ESSA) 5800 Professional Services $8,480						

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 11%			2024-25: (As of 1/24/25) 7.0%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%			2024-25: (As of 1/24/25) 100.0%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 97%			2024-25: (As of 1/24/25) 100.0%	2026-27: >= 80%
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 60.5%			2024-25: (As of 1/24/25) 88.9%	2025-26: (2026 Dashboard) >= 55.0%
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 73.08%			2024-25: (As of 1/24/25) 57.93%	2025-26: >= 55.00%
3.6	Percentage of students who have demonstrated college preparedness pursuant to the	2022-23: 62.96%			2024-25: (As of 1/24/25) 3.85%	2025-26: >= 35.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)					
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 35.6%			2023-24: 52.0%	2025-26: >= 55.0%
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 11.1%			2023-24: 36.0%	2025-26: >= 55.0%
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 26.3%			2023-24: (2024 Dashboard) 61.5%	2025-26: (2026 Dashboard) >= 35.0%
3.10	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)	2022-23 (2023 Dashboard): 87.2%			2024-25: (As of 1/24/25) 100.0%	2025-26: (2026 Dashboard) >= 90.0%
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%			2024-25: (As of 1/24/25) 0.00%	2025-26: (2026 Dashboard) >= 10.0%
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences	2022-23: (2023 Dashboard) 0.00%			2024-25: (As of 1/24/25) 0.00%	2025-26: (2026 Dashboard) >= 10.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)					
3.13	Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 28.6%			2024-25: (As of 1/24/25) 16.7%	2025-26: (CDE DataQuest) >= 20.0%
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 48.6%			2024-25: (As of 1/24/25) 27.8%	2025-26: (CDE DataQuest) >= 30.0%
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 56.0%			2024-25: (As of 1/24/25) 40.0%	2026-27: >= 50.0%
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%			Data will be available in May 2025.	2026-27: >= 90%
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 100%			Data will be available in May 2025.	2026-27: >= 60%
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 34.8%			Class of 2022: 48.1%	Class of 2024: >= 60%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery	Yes	Ongoing Implementation			$123,486.67	$63,115.30

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: N/A						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees.	Yes	Ongoing Implementation			$1.06	$0.54

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the	Yes	Ongoing Implementation			$134,785.98	$57,880.67

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on	Yes	Ongoing Implementation			$147,062.22	$72,227.94

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Titles: • 4127 Title IV, Part A ESEA (ESSA) 4335 PE Supplies $18,020						
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts,	Yes	Ongoing Implementation			$265,105.57	$150,181.31

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: • 4127 Title IV, Part A ESEA (ESSA) 4326 Arts						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	&Music Supplies $20,000 • 4127 Title IV Part A ESEA (ESEA) 5800 Professional Services $15,900						

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 6			2024-25: (As of 1/24/25) 3	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 3			2024-25: (As of 1/24/25) 2	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 18			2024-25: (As of 1/24/25) 14	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 29.2%			2024-25: (As of 1/24/25) 11.2%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 91.93%			2024-25 P-1 ADA: (Months 1-5) 92.39%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 30.8%			2023-24: (2024 Dashboard) 30.1% 2024-25: (As of 1/24/25) 26.5%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 5.1%			2024-25: (As of 1/24/25) 4.0%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 7.9%			2023-24: (CDE DataQuest) 4.0% 2024-25: (As of 1/24/25) 0.0%	2025-26: (CDE DataQuest) <= 2.0%
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 92.3%			2023-24: (2024 Dashboard) 96.2% 2024-25: (As of 1/24/25) 100.0%	2025-26: (2026 Dashboard) >= 95.0%
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.3%			2023-24: (2024 Dashboard) 1.3% 2024-25: (As of 1/24/25) 2.1%	2025-26: (2026 Dashboard) <= 2.5%
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2023-24: (CDE DataQuest) 0.00% 2024-25: (As of 1/24/25) 0.0%	2025-26: (CDE DataQuest) <= 0.50%
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 100.0% Families: 100.0% Staff: 96.3%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for	2023-24: Students: 67.0% Families: 96.0% Staff: 80.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 78% Families: 96% Staff: 75%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 83.25%			2024-25: (Spring 2024 to Fall 2024) 84%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for	Yes	Ongoing Implementation			$275.00	$140.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are	Yes	Ongoing Implementation			$220,769.21	$112,813.07

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: • 3010 Title I 5800 Professional Services $1,590 • 3010 Title I 3500 Unemployment Insurance $90 • 3010 Title I 3300 OASDI/Medicare $261 • 3010 Title I 3100 STRS $3438 • 3010 Title I 1100 Teacher Salaries $18,000						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to	Yes	Ongoing Implementation			$320,667.84	$157,411.34

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • 4201 Title III - Immigrant. Ed. 4345 Non-Instructional Student Supplies $4,317.38 • 3010 Title I 4340 Educational Software $4,134 • 3010 Title I Teacher salaries and benefits $9,374.55						
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and	Yes	Ongoing Implementation			$1,233.84	$630.49

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: 3010 Title I - 5800 Professional Services: $1,233.84						
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will	Yes	Ongoing Implementation			$388,295.53	$250,169.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A						

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$3,214,609.00	$1,642,665.00
LCFF Supplemental/Concentration Grants	$891,587.00	$455,601.00

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 6	James Choe Principal	jchoe@magnoliapublicschools.org (310) 842-8555

Goal 1

Goal Description
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 100.0%			2022-23: 87.0%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%			2024-25 (As of 1/24/25): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2024-25 (As of 1/24/25): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 75%			2024-25: (Fall 2023 to Fall 20224) 86%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.6%			2024-25: (First Semester) 93.6%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.	No	Fully Implemented			$11,554.00	$5,904.09

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks,	No	Fully Implemented			$90,963.43	$60,878.72

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: • 4035 Title II - Technology: $963.54						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally	No	Fully Implemented			$303,981.05	$160,444.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure	Yes	Fully Implemented			$4,240.00	$2,166.64

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness,	No	Fully Implemented			$217,804.08	$111,297.89

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A						

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%			2024-25: (As of 1/24/25) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 100%			2024-25: (As of 1/24/25) 45%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 90%			2024-25: (First semester) 94%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: • All Students: 60.22% • English Learners: 7.69% • Socioeconomically Disadvanta			2023-24: • All Students: 55.35% • English Learners: 0.00% • Socioeconomically Disadvanta	2025-26: • All Students: >= 55.00% • English Learners: >= 10.00% • Socioeconomically Disadvanta

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ged: 61.37% • Students with Disabilities: 25.00% • Asian: * • Hispanic: 59.77% • White: *			ged: 56.08% • Students with Disabilities: 22.23% • Hispanic: 54.26% • White: *	ged: >= 55.00% • Students with Disabilities: >= 25.00% • Hispanic: >= 55.00% • White: *
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 29.3 points above standard • English Learners: 22.2 points below standard • Socioeconomically Disadvantaged: 31.1 points above standard • Students with Disabilities: 29.8 points below standard • Asian: * • Hispanic: 30.2 points above standard • White: *			2023-24: (2024 Dashboard) • All Students: 4.5 points above standard • English Learners: 40.3 points below standard • Socioeconomically Disadvantaged: 4.5 points above standard • Students with Disabilities: 83.6 points below standard • Hispanic: 1.1 points below standard • White: *	2025-26: (2026 Dashboard) • All Students: 30.0 points above standard • English Learners: 13.0 points below standard • Socioeconomically Disadvantaged: 32.0 points above standard • Students with Disabilities: 20.0 points below standard • Hispanic: *
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress	2023-24: (Fall to Spring)			Fall 2023 to Fall 2024 MAP Reading -	2026-27: (Fall to Spring)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	(MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	• All Students: 57.0% • English Learners: 17.6% • Socioeconomically Disadvantaged: 56.9% • Students with Disabilities: 42.1% • Hispanic: 56.5% • White: *			Student Growth Summary: • All Students: 53.5% • English Learners: 70.0% • Socioeconomically Disadvantaged: 52.9% • Students with Disabilities: 36.4% • Hispanic: 55.4% • White: *	• All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50% • Hispanic: >= 50% • White: *
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 0.11 (CGP: 55th percentile) • English Learners: CGI: 0.00 (CGP: 50th percentile) • Socioeconomically Disadvantaged: CGI: 0.19 (CGP: 57th percentile) • Students with Disabilities: * • Hispanic: CGI: 0.07 (CGP: 53rd percentile)			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary • All Students: CGI: 0.99 (CGP: 84th percentile) • English Learners: CGI: 1.74 (CGP: 96th percentile) • Socioeconomically Disadvantaged: CGI: 0.94 (CGP: 83rd percentile) • Students with Disabilities: CGI: 0.32 (CGP: 62nd percentile)	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >=

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• White: *			• Hispanic: CGI: 1.10 (CGP: 86th percentile) • White: *	50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: *
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: • All Students: 35.87% • English Learners: 0.00% • Socioeconomically Disadvantaged: 35.63% • Students with Disabilities: 25.0% • Asian: * • Hispanic: 34.89% • White: *			2023-24: • All Students: 31.30% • English Learners: 13.64% • Socioeconomically Disadvantaged: 31.19% • Students with Disabilities: 11.11% • Hispanic: 28.12% • White: *	2025-26: • All Students: >= 37.00% • English Learners: >= 10.00% • Socioeconomically Disadvantaged: >= 37.00% • Students with Disabilities: >= 25.00% • Hispanic: >= 37.00% • White: *
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 15.3 points below standard • English Learners: 81.6 points below standard • Socioeconomically Disadvantaged: 13.2			2023-24: (2024 Dashboard) • All Students: 48.5 points below standard • English Learners: 76.0 points below standard • Socioeconomically Disadvantaged: 46.3	2025-26: (2026 Dashboard) • All Students: 13.0 points below standard • English Learners: 72.0 points below standard • Socioeconomically Disadvantaged: 11.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		points below standard • Students with Disabilities: 56.4 points below standard • Asian: * • Hispanic: 15.8 points below standard • White: *			points below standard • Students with Disabilities: 128.7 points below standard • Hispanic: 51.1 points below standard • White: *	points below standard • Students with Disabilities: 47.0 points below standard • Hispanic: 13.0 points below standard • White: *
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: 57.9% • English Learners: 58.8% • Socioeconomically Disadvantaged: 56.9% • Students with Disabilities: * • Hispanic: 58.7% • White: *			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary: • All Students: 59.2% • English Learners: 70.0% • Socioeconomically Disadvantaged: 60.0% • Students with Disabilities: 63.6% • Hispanic: 61.5% • White: *	2026-27: (Fall to Spring) • All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50% • Hispanic: >= 50% • White: *
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the	2023-24: (Fall to Spring) • All Students: CGI: 0.03 (CGP: 62nd percentile)			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary • All Students: CGI: 1.20	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	national growth norms (Source: NWEA MAP)	• English Learners: CGI: 0.00 (CGP: 50th percentile) • Socioeconomically Disadvantaged: CGI: 0.18 (CGP: 57th percentile) • Students with Disabilities: * • Hispanic: CGI: 0.41 (CGP: 66th percentile) • White: *			(CGP: 88th percentile) • English Learners: CGI: 2.04 (CGP: 98th percentile) • Socioeconomically Disadvantaged: CGI: 1.24 (CGP: 89th percentile) • Students with Disabilities: CGI: 1.54 (CGP: 94th percentile) • Hispanic: CGI: 1.47 (CGP: 93rd percentile) • White: *	• English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: *
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 50.0%			2023-24: (2024 Dashboard) 52.6%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 17.6%			2023-24: (Internal) 7.1%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: • All Students: 33.33% • English Learners: *			2023-24: • All Students: 23.53% • English Learners: *	2025-26: • All Students: >= 30.00% • English Learners: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• Socioeconomically Disadvantaged: 32.35% • Students with Disabilities: * • Hispanic: 34.28%			• Socioeconomically Disadvantaged: 21.88% • Students with Disabilities: *% • Hispanic: 19.23 • White: *	• Socioeconomically Disadvantaged: >= 30.00% • Students with Disabilities: * • Hispanic: >= 30.00% • White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-	No	Fully Implemented			$657,953.55	$355,986.83

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A						
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as	Yes	Fully Implemented			$34,190.12	$17,471.15

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: • 5864 Prof Dev-Other Funding Source: Federal Resource Code: 4035 Title II Amount: $4,985.18						
2.3	**MTSS - Academic enrichment, intervention, and student support**	Yes	Fully Implemented			$265,248.74	$133,974.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Abre data visualization software fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: • Title I - Educational Software: $12,195.8 • Title I - Unemployment Insurance: $194.09 • Title I- Health & Welfare Benefits: 2,300.36 • Title I - OASDI/Medicare: $562.86 • Title I - STRS: $7,414.23 • Title I - Teacher Salaries: $38,818 • Title IV - Educational Software: $7,782.25						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and	Yes	Fully Implemented			$108,770.07	$55,581.51

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: N/A						
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with	No	Fully Implemented			$168,165.52	$94,061.05

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A						

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 2.0%			2024-25: (As of 1/24/25) 4.0%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%			2024-25: (As of 1/24/25) 98.0%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 92.0%			2024-25: (As of 1/24/25) 98.0%	2026-27: >= 80%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities.	Yes	Fully Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: college/career-related materials and activities. The following expenditures will be funded by federal Title funds: N/A						
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on	Yes	Partially Implemented			$1,590.00	$812.49

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A						
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter	Yes	Fully Implemented			$318.00	$162.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: • Title IV - Educational Software: $318						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an	Yes	Fully Implemented			$106,585.00	$57,554.06

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: • Title IV - PE supplies: $1,060						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.	Yes	Fully Implemented			$77,451.91	$39,577.93

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: • Title IV - Arts and Music Supplies: $1,378						

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7			2024-25: (As of 1/24/25) 4	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 2			2024-25: (As of 1/24/25) 1	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22			2024-25: (As of 1/24/25) 23	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 26.5%			2024-25: (As of 1/24/25) 9.8%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 92.80%			2024-25 P-1 ADA: (Months 1-5) 95.81%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 32.0%			2023-24: (2024 Dashboard) 19.7% 2024-25: (As of 1/24/25) 9.3%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%			2024-25: (As of 1/24/25) 2.5%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 3.1%			2023-24: (2024 Dashboard) 5.0% 2024-25: (As of 1/24/25) 3.8%	2025-26: (2026 Dashboard) <= 2.5%
4.9	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2023-24: (CDE DataQuest) 0.0% 2024-25: (As of 1/24/25) 0.0%	2025-26: (CDE DataQuest) <= 0.50%
4.10	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 99.1.0% Families: 94.2% Staff: 100.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.11	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 77.0% Families: 98.0% Staff: 93.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%
4.12	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 85% Families: 99% Staff: 87%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.13	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 91.39%			2024-25: (Spring 2024 to Fall 2024) 90%	2026-27: (Spring 2026 to Fall 2026) >= 85%
4.14						

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community	Yes	Fully Implemented			$275.00	$140.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families	Yes	Fully Implemented			$149,111.60	$72,550.91

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • Title I - Professional Services: $1,060 • Title I - Unemployment Insurance: $15 • Title I - OASDI/Medicare: $43.5 • Title I - STRS: $573 • Title I - Teacher Salaries: $3,000						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building	Yes	Fully Implemented			$152,590.50	$77,055.10

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Title I - Ins. Mats and Supplies: $530						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: • Title I - Professional Services: $1,060	Yes	Fully Implemented			$1,060.00	$541.66

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Fully Implemented			$121,479.35	$184,248.67

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$1,716,046.00	$876,900.00
LCFF Supplemental/Concentration Grants	$484,038.00	$247,343.00

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 7	Musa Avsar Principal	mavsar@magnoliapublicschools.org (818) 886-0585

Goal 1

Goal Description
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 77.3%			2022-23: 85.7%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%			2024-25 (As of 1/24/25): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2024-25 (As of 1/24/25): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 88%			2024-25: (Fall 2023 to Fall 20224) 81%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 96.4%			2024-25: (First Semester) 97.0%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.	No	Fully Implemented			$18,900.00	$9,657.90

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks,	No	Fully Implemented			$237,267.60	$144,657.51

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: • Technology: Resource: Title II, $981.72						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally	No	Fully Implemented			$795,626.38	$419,921.74

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure	Yes	Fully Implemented			$17,280.00	$8,830.08

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness,	No	Fully Implemented			$387,765.55	$194,208.11

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A						

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%			2024-25: (As of 1/24/25) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 100%			2024-25: (As of 1/24/25) 66%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 82%			2024-25: (First semester) 87%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: • All Students: 36.50% • English Learners: 9.31 • Socioeconomically Disadvanta			2023-24: • All Students: 43.71% • English Learners: 23.68% • Socioeconomically Disadvanta	2025-26: • All Students: >= 45.00% • English Learners: >= 10.00% • Socioeconomically Disadvanta

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ged: 31.03% • Students with Disabilities: 8.70% • Asian: * • Hispanic: 34.62% • White: *			ged: 38.93% • Students with Disabilities: 17.86% • Hispanic: 37.15% • White: 52.63%	ged: >= 41.00% • Students with Disabilities: >= 15.00% • Hispanic: >= 43.00% • White: *
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 32.7 points below standard • English Learners: 52.8 points below standard • Socioeconomically Disadvantaged: 44.8 points below standard • Students with Disabilities: 107.7 points below standard • Asian: * • Hispanic: 40.0 points below standard • White: *			2023-24: (2024 Dashboard) • All Students: 21.3 points below standard • English Learners: 43.9 points below standard • Socioeconomically Disadvantaged: 31.4 points below standard • Students with Disabilities: 84.7 points below standard • Hispanic: 37.8 points below standard • White: 15.7 points above standard	2025-26: (2026 Dashboard) • All Students: 23.0 points below standard • English Learners: 49.0 points below standard • Socioeconomically Disadvantaged: 35.0 points below standard • Students with Disabilities: 93.0 points below standard • Hispanic: 30.0 points below standard • White: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: 60.7% • English Learners: 57.6% • Socioeconomically Disadvantaged: 57.5% • Students with Disabilities: 68.8% • Hispanic: 59.7% • White: *			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary: • All Students: 58.7% • English Learners: 56.8% • Socioeconomically Disadvantaged: 58.7% • Students with Disabilities: 63.2% • Hispanic: 55.9% • White: 78.9%	2026-27: (Fall to Spring) • All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50% • Asian: >= 50% • Hispanic: >= 50% • White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 1.13 (CGP: 87th percentile) • English Learners: CGI: 1.00 (CGP: 84th percentile) • Socioeconomically Disadvantaged: CGI: 1.01 (CGP: 84th percentile) • Students with Disabilities: CGI: 3.54			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary • All Students: CGI: 1.78 (CGP: 96th percentile) • English Learners: CGI: 1.05 (CGP: 85th percentile) • Socioeconomically Disadvantaged: CGI: 1.64 (CGP: 95th percentile) • Students with	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) • Students with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(CGP: 100th percentile) • Hispanic: CGI: 1.41 (CGP: 92nd percentile) • White: *			Disabilities: CGI: 6.14 (CGP: 100th percentile) • Hispanic: CGI: 1.80 (CGP: 96th percentile) • White: CGI: 2.58 (CGP: 100th percentile)	Disabilities: CGI >= 0 (CGP >= 50th percentile) • Asian: CGI >= 0 (CGP >= 50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: • All Students: 21.90% • English Learners: 2.33% • Socioeconomically Disadvantaged: 16.38% • Students with Disabilities: 4.35% • Asian: * • Hispanic: 17.3% • White: *			2023-24: • All Students: 27.45% • English Learners: 10.00% • Socioeconomically Disadvantaged: 21.05% • Students with Disabilities: 7.14% • Hispanic: 16.82% • White: 52.63%	2025-26: • All Students: >= 30.00% • English Learners: >= 10.00% • Socioeconomically Disadvantaged: >= 26.00% • Students with Disabilities: >= 10.00% • Hispanic: >= 26.00% • White: *
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 58.2 points			2023-24: (2024 Dashboard) • All Students: 42.0 points	2025-26: (2026 Dashboard) • All Students: 49.0 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		below standard • English Learners: 79.9 points below standard • Socioeconomically Disadvantaged: 69.5 points below standard • Students with Disabilities: 101.7 points below standard • Asian: * • Hispanic: 67.8 points below standard • White: *			below standard • English Learners: 51.0 points below standard • Socioeconomically Disadvantaged: 54.7 points below standard • Students with Disabilities: 86.1 points below standard • Hispanic: 57.2 points below standard • White: 9.5 points below standard	below standard • English Learners: 70.0 points below standard • Socioeconomically Disadvantaged: 60.0 points below standard • Students with Disabilities: 87.0 points below standard • Hispanic: 58.0 points below standard • White: *
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: 60.7% • English Learners: 57.6% • Socioeconomically Disadvantaged: 57.5% • Students with Disabilities: 68.8%			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary: • All Students: 53.0% • English Learners: 51.3% • Socioeconomically Disadvantaged: 52.0% • Students with	2026-27: (Fall to Spring) • All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• Hispanic: 59.7% • White:*			Disabilities: 70.0% • Hispanic: 49.1% • White: 73.7%	• Asian: >= 50% • Hispanic: >= 50% • White: >= 50%
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 0.44 (CGP: 67th percentile) • English Learners: CGI: 0.57 (CGP: 72nd percentile) • Socioeconomically Disadvantaged: CGI: 0.49 (CGP: 69th percentile) • Students with Disabilities: CGI: 2.29 (CGP: 99th percentile) • Hispanic: CGI: 0.42 (CGP: 66th percentile) • White: CGI: *			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary • All Students: CGI: 0.54 (CGP: 71st percentile) • English Learners: CGI: 1.09 (CGP: 86th percentile) • Socioeconomically Disadvantaged: CGI: 0.41 (CGP: 66th percentile) • Students with Disabilities: CGI: 3.33 (CGP: 100th percentile) • Hispanic: CGI: 0.35 (CGP: 64th percentile) • White: CGI: 0.87 (CGP: 81st percentile)	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) • Asian: CGI >= 0 (CGP >= 50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: CGI >= 0 (CGP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
						>= 50th percentile)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 33.3%			2023-24: (2024 Dashboard) 34.4%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 13.6%			2023-24: (Internal) 5.9%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: • All Students: 29.55% • English Learners: 0.00% • Socioeconomically Disadvantaged: 25.71% • Students with Disabilities: * • Hispanic: 20.59%			2023-24: • All Students: 18.52% • English Learners: 0.00% • Socioeconomically Disadvantaged: 13.33% • Students with Disabilities: * • Hispanic: 13.52% • White: *	2025-26: • All Students: >= 30.00% • English Learners: >= 5.00% • Socioeconomically Disadvantaged: >= 30.00% • Students with Disabilities: * • Hispanic: >= 30.00% • White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum**	No	Fully Implemented			$1,354,416.13	$702,455.05

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A						
2.2	**Professional development for high-quality instruction**	Yes	Fully Implemented			$58,801.08	$26,981.35

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: • Tuition reimbursement for professional development: Resource: Title II, $16,200 • Professional Development: Resource: Title IV, Part A (ESEA) $4,870						
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their	Yes	Fully Implemented			$682,170.22	$322,464.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, Spelling City, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.) The following expenditures will be funded by federal Title funds:						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	• Instructional Aide Salaries: Resource: Title I, $75,677.64 • Benefits: Resource: Title I, $19,164.69 • Educational Software: Resource: Title I, $15,220 • Educational Software: Resource: Title IV, Part A (ESEA), $4,325.4						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-	Yes	Fully Implemented			$126,043.25	$64,408.10

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: N/A						
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as	No	Fully Implemented			$921,073.51	$489,592.82

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits,						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A						

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 0%			2024-25: (As of 1/24/25) 10.0%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%			2024-25: (As of 1/24/25) 98.0%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/xx/24) xx%			2024-25: (As of 1/24/25) 96.0%	2026-27: >= 80%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities.	Yes	Fully Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: college/career-related materials and activities. The following expenditures will be funded by federal Title funds: N/A						
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on	Yes	Fully Implemented			$1,296.00	$662.26

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: • Educational Software - Resource: Title I; Amount: $1,296						
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing	Yes	Fully Implemented			$126,436.62	$8,491.89

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A						
3.4	**Physical education, activity, and fitness**	Yes	Fully Implemented			$121,899.08	$62,304.04

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.	Yes	Fully Implemented			$659,524.87	$337,017.21

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A						

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7			2024-25: (As of 1/24/25) 4	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 4			2024-25: (As of 1/24/25) 3	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 42			2024-25: (As of 1/24/25) 15	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 20.4%			2024-25: (As of 1/24/25) 20.9%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.56%			2024-25 P-1 ADA: (Months 1-5) 93.94%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 29.0%			2023-24: (2024 Dashboard) 16.2% 2024-25: (As of 1/24/25) 17.6%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.4%			2023-24: (2024 Dashboard) 0.00%	2025-26: (2026 Dashboard) <= 2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					2024-25: (As of 1/24/25) 0.00%	
4.8	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2023-24: (CDE DataQuest) 0.00% 2024-25: (As of 1/24/25) 0.00%	2025-26: (CDE DataQuest) <= 0.50%
4.9	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 96.8% Families: 82.2% Staff: 97.2%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.10	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 68.0% Families: 97.0% Staff: 81.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%
4.11	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 89% Families: 96% Staff: 88%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.12	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 95.91%			2024-25: (Spring 2024 to Fall 2024) 92%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school	Yes	Fully Implemented			$275.00	$140.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	Yes	Fully Implemented			$152,335.74	$77,843.57

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title I funds: • 5800 Professional Services: $1,620 • 3500 Unemployment Insurance: $40 • 3300 OASDI/Medicare: $116 • 3100 STRS: $1,528 • 1100 Teacher Salaries: $8,000						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free	Yes	Fully Implemented			$95,096.68	$80,724.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Instructional Materials & Supplies: Resource: Title I, $4,540.32 • Professional Services: Resource: Title IV, Part A (ESEA), $8,081.64						
4.4	**Annual educational partner surveys**	Yes	Fully Implemented			$1,620.00	$827.82

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: • Professional Services - Title I: $1,620						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Fully Implemented			$386,123.89	$185,758.19

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$3,803,982.00	$1,943,835.00
LCFF Supplemental/Concentration Grants	$1,018,187.00	$520,294.00

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Suat Acar Interim Principal	sacar@magnoliapublicschools.org (323) 826-3925

Goal 1

Goal Description
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 75.2%			2022-23: 69.2%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%			2024-25 (As of 1/24/25): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2024-25 (As of 1/24/25): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 54%			2024-25: (Fall 2023 to Fall 20224) 52%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 93.9%			2024-25: (First Semester) 94.3%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: Payroll fees, teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, and retirement service fees.	No	Fully Implemented			$21,200.00	$10,833.20

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: Depreciation, technology, TelecomInternet, textbooks, instructional materials and supplies,	No	Fully Implemented			$370,895.12	$217,377.42

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: • Title II, used for technology: $909						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused	No	Fully Implemented			$557,163.44	$310,260.52

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative	Yes	Fully Implemented			$20,000.00	$10,220.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, and water. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that	No	Fully Implemented			$914,559.50	$467,339.90

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: • Professional services paid with Title I: $15,512						

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%			2024-25: (As of 1/24/25) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 71%			2024-25: (As of 1/24/25) 61%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 85%			2024-25: (First semester) 66%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: • All Students: 35.29% • English Learners: 0.00% • Socioeconomically Disadvanta			2023-24: • All Students: 32.75% • English Learners: 0.00% • Socioeconomically Disadvanta	2025-26: • All Students: >= 40.00% • English Learners: >= 5.00% • Socioeconomically Disadvanta

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ged: 34.55% • Students with Disabilities: 6.06% • Asian: * • Hispanic: 34.11% • White: 48.0%			ged: 32.25% • Students with Disabilities: 7.50% • Hispanic: 32.16% • White: 42.86%	ged: >= 40.00% • Students with Disabilities: >= 15.00% • Hispanic: >= 40.00% • White: >= 45.00%
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 41.1 points below standard • English Learners: 109.8 points below standard • Socioeconomically Disadvantaged: 41.9 points below standard • Students with Disabilities: 134.4 points below standard • Asian: * • Hispanic: 43.4 points below standard • White: 13.0 points			2023-24: (2024 Dashboard) • All Students: 50.1 points below standard • English Learners: 102.2 points below standard • Socioeconomically Disadvantaged: 54.3 points below standard • Students with Disabilities: 131.9 points below standard • Hispanic: 49.9 points below standard • White: *	2025-26: (2026 Dashboard) • All Students: 32.0 points below standard • English Learners: 95.0 points below standard • Socioeconomically Disadvantaged: 32.0 points below standard • Students with Disabilities: 115.0 points below standard • Hispanic: 35.0 points below standard • White: 5.0 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		below standard				
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: 50.1% • English Learners: 46.6% • Socioeconomically Disadvantaged: 49.1% • Students with Disabilities: 55.6% • Hispanic: 51.5% • White: *			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary: • All Students: 58.6% • English Learners: 64.7% • Socioeconomically Disadvantaged: 57.1% • Students with Disabilities: 52.2% • Hispanic: 58.9% • White: 54.5%	2026-27: (Fall to Spring) • All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50% • Hispanic: >= 50% • White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: -0.06 (CGP: 47th percentile) • English Learners: CGI: 0.51 (CGP: 69th percentile) • Socioeconomically Disadvantaged: CGI: -0.07 (CGP: 47th percentile)			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary • All Students: CGI: 0.91 (CGP: 82nd percentile) • English Learners: CGI: 2.72 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 1.52 (CGP:	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• Students with Disabilities: CGI: 0.53 (CGP: 70th percentile) • Hispanic: CGI: -0.04 (CGP: 48th percentile) • White: *			94th percentile) • Students with Disabilities: CGI: 1.02 (CGP: 85th percentile) • Hispanic: CGI: 0.97 (CGP: 83rd percentile) • White: CGI: 0.87 (CGP: 81st percentile)	>= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: • All Students: 17.37% • English Learners: 1.85% • Socioeconomically Disadvantaged: 16.82% • Students with Disabilities: 6.06% • Asian: * • Hispanic: 16.33% • White: 32.0%			2023-24: • All Students: 13.86% • English Learners: 0.00% • Socioeconomically Disadvantaged: 13.61% • Students with Disabilities: 0.00% • Hispanic: 14.06% • White: 14.29%	2025-26: • All Students: >= 24.00% • English Learners: >= 10.00% • Socioeconomically Disadvantaged: >= 24.00% • Students with Disabilities: >= 10.00% • Hispanic: >= 24.00% • White: *
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the	2022-23: (2023 Dashboard) • All Students: 94.6 points			2023-24: (2024 Dashboard) • All Students: 103.3	2025-26: (2026 Dashboard) • All Students: 82.0 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	CA School Dashboard (Source: CA School Dashboard)	below standard • English Learners: 140.6 points below standard • Socioeconomically Disadvantaged: 94.5 points below standard • Students with Disabilities: 156.9 points below standard • Asian: * • Hispanic: 97.6 points below standard • White: *			points below standard • English Learners: 138.3 points below standard • Socioeconomically Disadvantaged: 100.8 points below standard • Students with Disabilities: 172.7 points below standard • Hispanic: 102.9 points below standard • White: 96.9 points below standard	below standard • English Learners: 120.0 points below standard • Socioeconomically Disadvantaged: 82.0 points below standard • Students with Disabilities: 135.0 points below standard • Hispanic: 85.0 points below standard • White: *
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: 41.0% • English Learners: 34.5% • Socioeconomically Disadvantaged: 39.2%			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary: • All Students: 43.2% • English Learners: 30.3% • Socioeconomically	2026-27: (Fall to Spring) • All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• Students with Disabilities: 40.5% • Hispanic: 41.9 • White: *			Disadvantaged: 46.4% • Students with Disabilities: 38.1% • Hispanic: 41.6% • White: 63.6%	• Students with Disabilities: >= 50% • Hispanic: >= 50% • White: >= 50%
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: -0.83 (CGP: 20th percentile) • English Learners: CGI: -1.16 (CGP: 9th percentile) • Socioeconomically Disadvantaged: CGI: -0.98 (CGP: 16th percentile) • Students with Disabilities: CGI: -0.10 (CGP: 46th percentile) • Hispanic: CGI: -0.75 (CGP: 23rd percentile) • White: *			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary • All Students: CGI: -0.84 (CGP: 20th percentile) • English Learners: CGI: -0.79 (CGP: 21st percentile) • Socioeconomically Disadvantaged: CGI: -0.11 (CGP: 46th percentile) • Students with Disabilities: CGI: -0.87 (CGP: 19th percentile) • Hispanic: CGI: -0.90 (CGP: 18th percentile) • White: CGI: -0.37 (CGP: 36th percentile)	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: CGI >= 0 (CGP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
						>= 50th percentile)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 44.4%			2023-24: (2024 Dashboard) 45.0%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 20.4%			2023-24: (Internal) 9.7%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: • All Students: 24.64% • English Learners: * • Socioeconomically Disadvantaged: 23.73% • Students with Disabilities: 8.33% • Hispanic: 24.59%			2023-24: • All Students: 21.59% • English Learners: 0.00% • Socioeconomically Disadvantaged: 22.22% • Students with Disabilities: 0.00% • Hispanic: 19.68% • White: 0.00%	2025-26: • All Students: >= 25.00% • English Learners: * • Socioeconomically Disadvantaged: >= 25.00% • Students with Disabilities: >= 10.00% • Hispanic: >= 25.00% • White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum**	No	Fully Implemented			$1,429,594.43	$587,056.22

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal categorical funds: N/A						
2.2	**Professional development for high-quality instruction**	Yes	Fully Implemented			$77,500.00	$39,602.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: Services & Other Operating Expenses - Professional Development: Resource: • Title II Prof Dev-Other: $15,000 • Title II Professional Development: $9,000						
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will	Yes	Fully Implemented			$786,487.60	$402,728.84

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I/ELD coordinator salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Paper, BrainPOP, Cityspan, Newsela, and myON.) The following expenditures will be funded by federal Title funds: • 3010 Title I 4340 Education Software: $24,429 • 3010 Title I 3500 Unemployment Insurance: $148.56						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	• 3010 Title I 3400 Health & Welfare Benefits: 1,869.05 • 3010 Title I 3300 OASDI/Medicare: $430.82 • 3010 Title I 3100 STRS: $5,674.95 • 3010 Title I 1100 Teacher Salaries: $29,678						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which	Yes	Fully Implemented			$108,175.11	$65,716.45

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: • 3010 Title I 3500 Unemployment Insurance: $58.08 • 3010 Title I 3300 OASDI/Medicare: $168.43 • 3010 Title I 3100 STRS: $2,218.65 • 3010 Title I 1100 Teacher Salaries: $11,616						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present	No	Fully Implemented			$898,923.18	$450,295.44

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: • (Non-personnel): Title IV, Part A ESEA (ESSA), Professional Services: $8,000 • (Non-personnel): Title I, Educational Software: $5,313						

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 16%			2024-25: (As of 1/24/25) 13.0%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%			2024-25: (As of 1/24/25) 100.0%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 98%			2024-25: (As of 1/24/25) 100.0%	2026-27: >= 80%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities.	Yes	Partially Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: college/career-related materials and activities. The following expenditures will be funded by federal Title funds: N/A						
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on	Yes	Partially Implemented			$1,001.00	$511.51

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A						
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter	Yes	Fully Implemented			$8,720.35	$4,456.10

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, and internet security program fees. The following expenditures will be funded by federal Title funds: • Educational Software: Resource: Title IV, Part A, Amount: $3,000						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an	Yes	Fully Implemented			$385,446.90	$189,188.44

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: • 3010 Title I 3500 Unemployment Insurance: $200.53						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	• 3010 Title I 3400 Health & Welfare Benefits: 3,594.32 • 3010 Title I 3300 OASDI/Medicare: $581.53 • 3010 Title I 3100 STRS: $7,660.24 • 3010 Title I 1100 Teacher Salaries: $40,106						
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts,	Yes	Fully Implemented			$908,911.75	$432,172.17

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A						

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8			2024-25: (As of 1/24/25) 3	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 3			2024-25: (As of 1/24/25) 2	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 60			2024-25: (As of 1/24/25) 10	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 22.7%			2024-25: (As of 1/24/25) 3.9%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 92.50%			2024-25 P-1 ADA: (Months 1-5) 93.85%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 28.4%			2023-24: (2024 Dashboard) 24.5% 2024-25: (As of 1/24/25) 17.9%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.7%			2024-25: (As of 1/24/25) 0.0%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.5%			2023-24: (2024 Dashboard) 3.5% 2024-25: (As of 1/24/25) 2.0%	2025-26: (2026 Dashboard) <= 2.5%
4.9	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2023-24: (CDE DataQuest) 0.24% 2024-25: (As of 1/24/25) 0.00%	2025-26: (CDE DataQuest) <= 0.50%
4.10	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 99.7% Families: 99.7% Staff: 100.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.11	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 56.0% Families: 93.0% Staff: 68.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%
4.12	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 66% Families: 93% Staff: 77%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.13	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 94.26%			2024-25: (Spring 2024 to Fall 2024) 94%	2026-27: (Spring 2026 to Fall 2026) >= 85%
4.14						

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community	Yes	Fully Implemented			$275.00	$140.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees and stipends for staff participation/service to SSC, ELAC, and Board Meetings. The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes**	Yes	Fully Implemented			$240,328.27	$119,162.63

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • 3010 Title I 5800 Professional Services: $7,500 • 3010 Title I 3500 Unemployment Insurance: $115 • 3010 Title I 3300 OASDI/Medicare: $333.5 • 3010 Title I 3100 STRS: $4,393						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	• 3010 Title I 1100 Teacher Salaries: $23,000						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are	Yes	Fully Implemented			$386,203.58	$270,541.19

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: • 3010 Title I 4310 Ins Mats & Sups: $4,053 • 3010 Title I 4340 Educational Software: $9,900						
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.	Yes	Fully Implemented			$2,000.00	$1,022.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: • 3010 Title I 5800 Professional Services: $2,000						
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following:	Yes	Fully Implemented			$376,131.74	$147,907.22

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A						

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$5,034,003.00	$2,572,376.00
LCFF Supplemental/Concentration Grants	$1,326,697.00	$677,942.00

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskinturk Principal	skeskinturk@magnoliapublicschools.org & mrowell@magnoliapublicschools.org (714) 479-0115

Goal 1

Goal Description
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 90.6%			2022-23: 88.8%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%			2024-25 (As of 1/24/25): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2024-25 (As of 1/24/25): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 75%			2024-25: (Fall 2023 to Fall 20224) 79%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.0%			2024-25: (First Semester) 96.5%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.	No	Partially Implemented			$38,425.00	$19,635.18

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks,	No	Partially Implemented			$888,374.78	$493,273.09

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: • Non personnel Federal Resource 4035 Title II 5940 Technology $963.54						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused	No	Partially Implemented			$596,530.40	$303,737.71

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative	Yes	Partially Implemented			$52,677.03	$26,917.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that	No	Partially Implemented			$1,277,548.35	$611,303.68

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: • Professional Services paid with Title I: $21,140						

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%			2024-25: (As of 1/24/25) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 70%			2024-25: (As of 1/24/25) 46%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 86%			2024-25: (First semester) 84%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: • All Students: 43.68% • English Learners: 4.84% • Socioeconomically Disadvanta			2023-24: • All Students: 47.53% • English Learners: 9.09% • Socioeconomically Disadvanta	2025-26: • All Students: >= 46.00% • English Learners: >= 5.00% • Socioeconomically Disadvanta

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ged: 39.66% • Students with Disabilities: 24.45% • Asian: * • Hispanic: 41.42% • White: 57.9%			ged: 44.50% • Students with Disabilities: 18.36% • Hispanic: 43.31% • White: 71.43%	ged: >= 42.00% • Students with Disabilities: >= 25.00% • Hispanic: >= 44.00% • White: >= 55.00%
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 14.6 points below standard • English Learners: 56.2 points below standard • Socioeconomically Disadvantaged: 23.4 points below standard • Students with Disabilities: 75.7 points below standard • Asian: * • Hispanic: 21.2 points below standard • White: 71.9 points above standard			2023-24: (2024 Dashboard) • All Students: 8.3 points below standard • English Learners: 42.8 points below standard • Socioeconomically Disadvantaged: 15.5 points below standard • Students with Disabilities: 77.9 points below standard • Hispanic: 18.9 points below standard • White: 61.9 points above standard	2025-26: (2026 Dashboard) • All Students: 5.0 points below standard • English Learners: 47.0 points below standard • Socioeconomically Disadvantaged: 14.0 points below standard • Students with Disabilities: 66.0 points below standard • Hispanic: 12.0 points below standard • White: 72.0 points above standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: 57.4% • English Learners: 63.2% • Socioeconomically Disadvantaged: 56.6% • Students with Disabilities: 52.9% • Hispanic: 56.3% • White: 62.8%			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary: • All Students: 62.2% • English Learners: 64.6% • Socioeconomically Disadvantaged: 63.4% • Students with Disabilities: 58.2% • Hispanic: 63.7% • White: 60.9%	2026-27: (Fall to Spring) • All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50% • Hispanic: >= 50% • White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 0.89 (CGP: 81st percentile) • English Learners: CGI: 1.84 (CGP: 97th percentile) • Socioeconomically Disadvantaged: CGI: 0.92 (CGP: 82nd percentile) • Students with Disabilities:			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary • All Students: CGI: 1.77 (CGP: 96th percentile) • English Learners: CGI: 3.05 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 1.78 (CGP: 96th percentile)	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		CGI: 0.44 (CGP: 67th percentile) • Hispanic: CGI: 0.78 (CGP: 78th percentile) • White: CGI: 1.91 (CGP: 97th percentile)			• Students with Disabilities: CGI: 2.36 (CGP: 99th percentile) • Hispanic: CGI: 1.88 (CGP: 97th percentile) • White: CGI: 1.29 (CGP: 90th percentile)	• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: • All Students: 34.77% • English Learners: 7.94% • Socioeconomically Disadvantaged: 30.77% • Students with Disabilities: 19.56% • Asian: * • Hispanic: 31.12% • White: 52.64%			2023-24: • All Students: 39.78% • English Learners: 16.89% • Socioeconomically Disadvantaged: 34.07% • Students with Disabilities: 18.37% • Hispanic: 33.63% • White: 72.41%	2025-26: • All Students: >= 37.00% • English Learners: >= 10.00% • Socioeconomically Disadvantaged: >= 34.00% • Students with Disabilities: >= 20.00% • Hispanic: >= 35.00% • White: >= 50.00%
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 39.9 points below standard			2023-24: (2024 Dashboard) • All Students: 36.5 points below standard	2025-26: (2026 Dashboard) • All Students: 30.0 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• English Learners: 74.7 points below standard • Socioeconomically Disadvantaged: 48.9 points below standard • Students with Disabilities: 88.3 points below standard • Asian: * • Hispanic: 50.0 points below standard • White: 45.4 points above standard			• English Learners: 62.9 points below standard • Socioeconomically Disadvantaged: 49.4 points below standard • Students with Disabilities: 96.7 points below standard • Hispanic: 50.9 points below standard • White: 33.7 points above standard	• English Learners: 65.0 points below standard • Socioeconomically Disadvantaged: 39.0 points below standard • Students with Disabilities: 79.0 points below standard • Hispanic: 36.0 points below standard • White: 46.0 points above standard
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: 61.7% • English Learners: 47.8% • Socioeconomically Disadvantaged: 60.6% • Students with Disabilities: 52.2% • Hispanic: 60.1%			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary: • All Students: 63.9% • English Learners: 54.3% • Socioeconomically Disadvantaged: 64.3% • Students with Disabilities: 58.9%	2026-27: (Fall to Spring) • All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• White: 72.1%			• Hispanic: 63.7% • White: 73.9%	• Hispanic: >= 50% • White: >= 50%
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 0.93 (CGP: 82nd percentile) • English Learners: CGI: 0.37 (CGP: 64th percentile) • Socioeconomically Disadvantaged: CGI: 0.93 (CGP: 82nd percentile) • Students with Disabilities: CGI: 0.19 (CGP: 58th percentile) • Hispanic: CGI: 0.77 (CGP: 78th percentile) • White: CGI: 1.84 (CGP: 97th percentile)			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary • All Students: CGI: 1.49 (CGP: 93rd percentile) • English Learners: CGI: 1.33 (CGP: 91st percentile) • Socioeconomically Disadvantaged: CGI: 1.50 (CGP: 93rdth percentile) • Students with Disabilities: CGI: 1.75 (CGP: 96th percentile) • Hispanic: CGI: 1.37 (CGP: 91st percentile) • White: CGI: 3.31 (CGP: 100th percentile)	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: CGI >= 0 (CGP >= 50th percentile)
2.12	Percentage of ELs who increased at least one English Learner	2022-23: (2023 Dashboard)			2023-24: (2024 Dashboard)	2025-26: (2026 Dashboard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	73.3%			34.0%	>= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 22.6%			2023-24: (Internal) 10.1%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: • All Students: 29.63% • English Learners: 4.17% • Socioeconomically Disadvantaged: 28.42% • Students with Disabilities: 12.5% • Hispanic: 26.59%			2023-24: • All Students: 34.72% • English Learners: 2.70% • Socioeconomically Disadvantaged: 30.00% • Students with Disabilities: 21.74% • Hispanic: 30.39% • White: 76.92%	2025-26: • All Students: >= 31.00% • English Learners: >= 5.00% • Socioeconomically Disadvantaged: >= 30.00% • Students with Disabilities: >= 15.00% • Hispanic: >= 29.00% • White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter	No	Partially Implemented			$2,845,887.83	$1,482,203.31

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A						
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers	Yes	Partially Implemented			$93,801.06	$47,932.34

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: • Non Personnel Federal 4035 Title II 5864 Prof. Dev-Other $27,295						
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study	Yes	Partially Implemented			$665,499.37	$346,637.13

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Infinite Campus fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Spelling City, Seesaw, and MyON.) The following expenditures will be funded by federal Title funds: • Non personnel 4127 Title IV, Part A 4340 Educational Software $3,353.84 • Non personnel 3010 Title I 4340 Educational Software $53,718.37 • Personnel 3010 Title I: Teacher Salaries and Benefits: $143,757.78						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely	Yes	Partially Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: N/A						
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well	No	Partially Implemented			$999,743.50	$525,117.92

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A						

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 10%			2024-25: (As of 1/24/25) 18.0%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 97%			2024-25: (As of 1/24/25) 100.0%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 94%			2024-25: (As of 1/24/25) 56.0%	2026-27: >= 80%
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.4%			2024-25: (As of 1/24/25) 75.0%	2025-26: (2026 Dashboard) >= 55.0%
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 61.11%			2024-25: (As of 1/24/25) 76.14%	2025-26: >= 55.00%
3.6	Percentage of students who have demonstrated college preparedness pursuant to the	2022-23: 33.33%			2024-25: (As of 1/24/25) 51.09%	2025-26: >= 35.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)					
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 56.0%			2023-24: 66.3%	2025-26: >= 55.0%
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 27.6%			2023-24: 47.2%	2025-26: >= 55.0%
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 27.6%			2023-24: (2024 Dashboard) 54.3%	2025-26: (2026 Dashboard) >= 35.0%
3.10	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)	2022-23 (2023 Dashboard): 100.0%			2024-25: (As of 1/24/25) 86.1%	2025-26: (2026 Dashboard) >= 90.0%
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%			2024-25: (As of 1/24/25) 0.00%	2025-26: (2026 Dashboard) >= 10.0%
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences	2022-23: (2023 Dashboard) 0.00%			2024-25: (As of 1/24/25) 0.00%	2025-26: (2026 Dashboard) >= 10.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)					
3.13	Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 20.7%			2024-25: (As of 1/24/25) 16.7%	2025-26: (CDE DataQuest) >= 20.0%
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 34.5%			2024-25: (As of 1/24/25) 55.6%	2025-26: (CDE DataQuest) >= 30.0%
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 65.7%			2024-25: (As of 1/24/25) 77.8%	2026-27: >= 50.0%
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 94%			Data will be available in May 2025.	2026-27: >= 90%
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 83%			Data will be available in May 2025.	2026-27: >= 60%
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 75.0%			Class of 2022: 76.3%	Class of 2024: >= 60%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery	Yes	Partially Implemented			$118,000.69	$52,976.78

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: N/A						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees.	Yes	Partially Implemented			$636.00	$325.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: • 4340 Educational Software Resource: 4127 Title IV, Part A $636						
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial	Yes	Partially Implemented			$292,985.58	$147,864.89

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: • 4340 Educational Software Resource: 4127 Title IV, Part A $3,587.04						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum	Yes	Partially Implemented			$328,280.37	$157,154.01

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: • Educational Software Resource: 4127 Title IV, Part A $424 • Certified Pupil Support Salary and Benefits: $9,693.51						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.	Yes	Partially Implemented			$1,016,305.68	$440,440.69

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A						

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7			2024-25: (As of 1/24/25) 3	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 4			2024-25: (As of 1/24/25) 2	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 50			2024-25: (As of 1/24/25) 28	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 28.9%			2024-25: (As of 1/24/25) 11.0%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 94.21%			2024-25 P-1 ADA: (Months 1-5) 95.34%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 16.8%			2023-24: (2024 Dashboard) 14.9% 2024-25: (As of 1/24/25) 10.6%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 7.1%			2024-25: (As of 1/24/25) 0.0%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2023-24: (CDE DataQuest) 0.0% 2024-25: (As of 1/24/25) 0.0%	2025-26: (CDE DataQuest) <= 2.0%
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 100.0%			2023-24: (2024 Dashboard) 100.0% 2024-25: (As of 1/24/25) 100.0%	2025-26: (2026 Dashboard) >= 95.0%
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.6%			2023-24: (2024 Dashboard) 3.3% 2024-25: (As of 1/24/25) 0.9%	2025-26: (2026 Dashboard) <= 2.5%
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2023-24: (CDE DataQuest) 0.73% 2024-25: (As of 1/24/25) 0.0%	2025-26: (CDE DataQuest) <= 0.50%
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 95.6% Families: 81.4% Staff: 100.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for	2023-24: Students: 70.0% Families: 95.0% Staff: 88.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 82% Families: 96% Staff: 96%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 89.44%			2024-25: (Spring 2024 to Fall 2024) 89%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for	Yes	Partially Implemented			$275.00	$140.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our	Yes	Partially Implemented			$335,430.28	$178,726.45

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: • 5800 Professional Services Resource: Title 1: $26,500 • 3500 Unemployment Insurance Resource: Title 1: $30 • 3300 OASDI/Medicare Resource: Title 1: $87 • 3100 STRS Resource: Title 1: $1,146 • 1100 Teacher Salaries: Resource Title 1: $6,000						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to	Yes	Partially Implemented			$497,600.53	$266,810.14

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • 4340 Educational Software: Resource: Title IV, Part A: $6,169.2 • 4310 Instructional Materials and Supplies Resource Title 1: $13,250 • 4345 Non Instructional Student Supplies Resource Title III - Imm. I: $1,599.54						
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and	Yes	Partially Implemented			$2,650.00	$1,354.15

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: • Non-personnel - Professional Services paid with Title I: $2,650						
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and	Yes	Partially Implemented			$538,312.50	$315,130.18

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A						

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$7,591,013.00	$3,879,008.00
LCFF Supplemental/Concentration Grants	$1,985,940.00	$1,014,815.00

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 89.7%			2022-23: 88.9%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%			2024-25 (As of 1/24/25): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0			2024-25 (As of 1/24/25): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 75%			2024-25: (Fall 2023 to Fall 20224) 86%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 97.2%			2024-25: (First Semester) 97.2%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees.	No	Fully Implemented			$35,970.00	$18,380.67

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks,	No	Fully Implemented			$442,634.64	$227,641.12

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: • Technology: Resource: Title II; Amount: $963.54						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally	No	Fully Implemented			$1,141,416.94	$602,820.03

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure	Yes	Fully Implemented			$68,915.68	$35,215.91

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, refreshments and office supplies related to the Healthy and nutritious meals The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that	No	Fully Implemented			$584,627.57	$294,326.79

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A						

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%			2024-25: (As of 1/24/25) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 100%			2024-25: (As of 1/24/25) 73%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 91%			2024-25: (First semester) 95%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: • All Students: 63.01% • English Learners: 0.00% • Socioeconomically Disadvanta			2023-24: • All Students: 68.88% • English Learners: * • Socioeconomically Disadvantaged: 59.70%	2025-26: • All Students: >= 60.00% • English Learners: >= 5.00% • Socioeconomically Disadvanta

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ged: 52.03% • Students with Disabilities: 33.33% • Asian: 64.1% • Hispanic: 50.68% • White: 73.95% • Two or More Races: 75.00% • African American: 43.33%			• Students with Disabilities: 48.00% • Asian: 74.41% • Hispanic: 53.73% • White: 77.25%	ged: >= 50.00% • Students with Disabilities: >= 35.00% • Two or More Races: >= 60.00% • Asian: >= 60.00% • Hispanic: >= 50.00% • White: >= 60.00%
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 27.2 points above standard • English Learners: 44.4 points below standard • Socioeconomically Disadvantaged: 1.3 points below standard • Students with Disabilities: 39.1 points below standard • Two or More Race: 33.0			2023-24: (2024 Dashboard) • All Students: 45.6 points above standard • English Learners: 9.4 points below standard • Socioeconomically Disadvantaged: 7.2 points above standard • Students with Disabilities: 7.0 points below standard • Asian: 60.4 points	2025-26: (2026 Dashboard) • All Students: 28.0 points above standard • English Learners: 35.0 points below standard • Socioeconomically Disadvantaged: 2.0 points above standard • Students with Disabilities: 30.0 points below standard • Two or More Races: 34.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		points above standard • African American: 15.8 points below standard • Asian: 41.9 points above standard • Hispanic: 4.1 points above standard • White: 48.3 points above standard			above standard • Hispanic: 161 points above standard • White: 69.7 points above standard	points above standard • African American: 6.0 points below standard • Asian: 43.0 points above standard • Hispanic: 8.0 points above standard • White: 49.0 points above standard
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: 55.7% • English Learners: 43.8% • Socioeconomically Disadvantaged: 54.6% • Students with Disabilities: 53.4% • Asian: 40.0% • Hispanic: 62.0% • White: 56.6%			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary: • All Students: 63.0% • English Learners: 60.0% • Socioeconomically Disadvantaged: N/A • Students with Disabilities: 80.4% • Hispanic: 64.3% • White: 73.6%	2026-27: (Fall to Spring) • All Students: >= 50% • English Learners: >= 50% • Socioeconomically Disadvantaged: >= 50% • Students with Disabilities: >= 50% • African American: >= 50% • Asian: >= 50% • Hispanic: >= 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
						• White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 0.07 (CGP: 53rd percentile) • English Learners: CGI: 0.26 (CGP: 60th percentile) • Socioeconomically Disadvantaged: CGI: 0.04 (CGP: 52nd percentile) • Students with Disabilities: CGI: 0.55 (CGP: 71st percentile) • Asian: CGI: -0.79 (CGP: 22nd percentile) • Hispanic: CGI: 0.37 (CGP: 65th percentile) • White: CGI: 0.16 (CGP: 56th percentile)			Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary • All Students: CGI: 0.81 (CGP: 79th percentile) • English Learners: CGI: 1.69 (CGP: 95th percentile) • Socioeconomically Disadvantaged: N/A • Students with Disabilities: CGI: 2.53 (CGP: 99th percentile) • Hispanic: CGI: 0.88 (CGP: 81st percentile) • White: CGI: 1.45 (CGP: 93rd percentile)	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) • African American: CGI >= 0 (CGP >= 50th percentile) • Asian: CGI >= 0 (CGP >= 50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
						• White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: • All Students: 54.65% • English Learners: 5.88% • Socioeconomically Disadvantaged: 41.22% • Students with Disabilities: 34.67% • Two or More Races: 60.41% • Asian: 71.8% • Hispanic: 40.45% • White: 67.6%			2023-24: • All Students: 60.32% • English Learners: * • Socioeconomically Disadvantaged: 46.16% • Students with Disabilities: 41.89% • Asian: 81.39% • Hispanic: 45.52% • White: 70.48%	2025-26: • All Students: >= 55.00% • English Learners: >= 10.00% • Socioeconomically Disadvantaged: >= 44.00% • Students with Disabilities: >= 36.00% • Two or More Races: >= 55.00% • African American: >= 30.00% • Asian: >= 60.00% • Hispanic: >= 44.00% • White: >= 60.00%
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) • All Students: 8.5 points above standard • English Learners: 60.2 points below standard			2023-24: (2024 Dashboard) • All Students: 26.6 points above standard • English Learners: 24.9 points below standard	2025-26: (2026 Dashboard) • All Students: 10.0 points above standard • English Learners: 51.0 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• Socioeconomically Disadvantaged: 27.0 points below standard • Students with Disabilities: 56.5 points below standard • Two or More Races: 14 points above standard • African American: 41.7 points below standard • Asian: 34.5 points above standard • Hispanic: 22.8 points below standard • White: 35.9 points above standard			• Socioeconomically Disadvantaged: 12.1 points below standard • Students with Disabilities: 35.4 points below standard • Asian: 65.7 points above standard • Hispanic: 9.3 points below standard • White: 52.4 points above standard	• Socioeconomically Disadvantaged: 18.0 points below standard • Students with Disabilities: 47.0 points below standard • Two or More Races: 15.0 points above standard • African American: 32.0 points below standard • Asian: 35.0 points above standard • Hispanic: 13.0 points below standard • White: 36.0 points above standard
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: 67.3% • English Learners: 70.6% • Socioeconomically			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary: • All Students: 66.4% • English Learners: 60.0%	2026-27: (Fall to Spring) • All Students: >= 50% • English Learners: >= 50% • Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Disadvantaged: 65.2% • Students with Disabilities: 67.1% • Asian: 78.7% • Hispanic: 58.3% • White: 73.2%			• Socioeconomically Disadvantaged: N/A • Students with Disabilities: 64.4% • Hispanic: 58.9% • White: 70.5%	Disadvantaged: >= 50% • Students with Disabilities: >= 50% • African American: >= 50% • Asian: >= 50% • Hispanic: >= 50% • White: >= 50%
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 1.11 (CGP: 87th percentile) • English Learners: CGI: 2.37 (CGP: 99th percentile) • Socioeconomically Disadvantaged: CGI: 1.01 (CGP: 84th percentile) • Students with Disabilities: CGI: 1.50 (CGP: 93rd percentile) • Asian: CGI: 1.22 (CGP: 89th percentile)			Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary • All Students: CGI: 1.86 (CGP: 97th percentile) • English Learners: CGI: 3.26 (CGP: 100th percentile) • Socioeconomically Disadvantaged: N/A • Students with Disabilities: CGI: 1.54 (CGP: 94th percentile) • Hispanic: CGI: 0.81 (CGP: 79th percentile)	2026-27: (Fall to Spring) • All Students: CGI >= 0 (CGP >= 50th percentile) • English Learners: CGI >= 0 (CGP >= 50th percentile) • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• Hispanic: CGI: 0.50 (CGP: 69th percentile) • White: CGI: 1.54 (CGP: 94th percentile)			• White: CGI: 2.45 (CGP: 99th percentile)	• African American: CGI >= 0 (CGP >= 50th percentile) • Asian: CGI >= 0 (CGP >= 50th percentile) • Hispanic: CGI >= 0 (CGP >= 50th percentile) • White: CGI >= 0 (CGP >= 50th percentile)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 73.1%			2023-24: (2024 Dashboard) 76.9%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 35.5%			2023-24: (Internal) 33.3%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: • All Students: 52.52% • English Learners: 0.00% • Socioeconomically Disadvantaged: 44.23% • Students with			2023-24: • All Students: 64.43% • English Learners: * • Socioeconomically Disadvantaged: 50.00% • Students with	2025-26: • All Students: >= 50.00% • English Learners: >= 5.00% • Socioeconomically Disadvantaged: >= 45.00% • Students with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Disabilities: 24.19% • Two or More Races: 46.16% • African American: * • Asian: 63.63% • Hispanic: 46.42% • White: 58.70%			Disabilities: 57.70% • Hispanic: 48.00% • White: 82.35%	Disabilities: >= 27.00% • Two or More Races: >= 45.00% • Asian: >= 60.00% • Hispanic: >= 45.00% • White: >= 55.00%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic	No	Fully Implemented			$1,616,730.71	$828,445.08

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: • Teacher salary and benefits: Resource: Title I; Amount: $17,640.13						
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support.	Yes	Fully Implemented			$60,342.90	$22,319.92

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: • Professional development expenses: Resource: Title II; Amount: $11,621.84						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean	Yes	Fully Implemented			$327,979.99	$159,463.13

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	of Academics salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, Quizizz, Membean, Cityspan, Newsela, and myON.) The following expenditures will be funded by federal Title funds: • Educational Software:: Resource: 4127 Title IV, Part A ESEA (ESSA); Amount: $3,370.8 • Title I: 4340 Educational Software: $31,350.84						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction	Yes	Fully Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all	No	Fully Implemented			$941,370.12	$457,040.13

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: Instructional Aide Salary and Benefits: Title I ; Amount: $12,312.66						

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 22%			2024-25: (As of 1/24/25) 29.0%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 97%			2024-25: (As of 1/24/25) 84.0%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 98%			2024-25: (As of 1/24/25) 100.0%	2026-27: >= 80%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities.	Yes	Fully Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: college/career-related materials and activities. The following expenditures will be funded by federal Title funds: N/A						
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on	Yes	Partially Implemented			$1.06	$0.54

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A						
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter	Yes	Fully Implemented			$848.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: Digital literacy and citizenship program fees: Resource: Title IV, Part A; Amount: $848						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an	Yes	Fully Implemented			$232,371.49	$127,812.57

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: $742						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.	Yes	Fully Implemented			$449,313.00	$210,579.92

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A						

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7			2024-25: (As of 1/24/25) 3	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 0			2024-25: (As of 1/24/25) 0	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 25			2024-25: (As of 1/24/25) 12	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 2.9%			2024-25: (As of 1/24/25) 6.3%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.98%			2024-25 P-1 ADA: (Months 1-5) 95.30%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 21.6%			2023-24: (2024 Dashboard) 18.5% 2024-25: (As of 1/24/25) 12.7%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%			2024-25: (As of 1/24/25) 0.0%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.5%			2023-24: (2024 Dashboard) 2.2% 2024-25: (As of 1/24/25) 1.3%	2025-26: (2026 Dashboard) <= 2.5%
4.9	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%			2023-24: (CDE DataQuest) 0.00% 2024-25: (As of 1/24/25) 0.0%	2025-26: (CDE DataQuest) <= 0.50%
4.10	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 94.1% Families: 65.0% Staff: 100.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.11	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 68.0% Families: 96.0% Staff: 88.0%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%
4.12	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 82% Families: 95% Staff: 97%			Survey administration will be done in February 2025, and data will be available in March 2025.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.13	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 88.57%			2024-25: (Spring 2024 to Fall 2024) 89%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and	Yes	Partially Implemented			$275.00	$140.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses. The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the	Yes	Fully Implemented			$204,005.62	$103,948.45

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • Stipends for home visits and Professional Services: Resource: Title I, Part A; Amount: $6,207.31						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and	Yes	Fully Implemented			$305,877.54	$161,212.24

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Educational Software for MTSS : Resource: Title IV, Part A; Amount: $5,300 • Instructional Supplies: Resource: Title I; Amount: $2,104.1						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: • Professional Services paid with Title I: $2,120	Yes	Partially Implemented			$2,120.00	$1,083.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Fully Implemented			$271,620.19	$152,128.31

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$4,860,030.00	$2,483,475.00
LCFF Supplemental/Concentration Grants	$336,716.00	$172,062.00

Coversheet

Facilities Update Report

Section: V. Information/Discussion Items
Item: B. Facilities Update Report
Purpose: Discuss
Submitted by:
Related Material: V_B_Facilities Updates.pdf

Agenda Item:	V B: Information/Discussion Item
Date:	February 13, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Update on Facilities Projects

Action Proposed:

This is an informational item, there is no action.

Purpose:

Facility Department monthly report to give an update on the existing projects at each campus.

Updates:

MSA5 – 7111 Winnetka

- CDE Site Plan was approved 9/16/24.
- CDE Final Site Plan was approved 1/6/25.
- DSA Approval Updates:
  - Increment 1 (Site Work) was approved 9/25/24.
  - Increment 2 (Academic Building) was re-submitted and we expect comments back by third week of February
  - Increment 3 (Gym) plans to be submitted on 3/14/25.
- Demolition of the building was completed 1/20/25.
- Increment 1 Site Work has begun. Pro-Craft Construction was selected and mobilized on 2/3/25.
- An updated estimate and revised schedule are attached as Exhibit A and Exhibit B., respectively.

MSA1 – Gym Building – 18242 Sherman Way

- Final Punch List Walk on 2/27/25.
- Documents and Closeout: Owner's operations manual, floor maintenance, etc. expected to be received soon after final punch list walkthrough.

MSA1 – Bungalows

- TCO was renewed on 2/6/25.
- Facilities Department to renew TCO every six months. Next date to renew is on 8/5/25.

MSA1 – Alley Closure

- The updated plans were signed off by the fire department for the Alley Closure. Our Land Use Consultant is working on setting up a meeting with the council office.
- Revocable permit application has been submitted by our Land Use Consultant. It is currently being reviewed for approval. It is ongoing and there are no issues.

MSA1 – Bank of America Building – 18120 Sherman Way

- The MPM Board Adopted Resolutions attached as Exhibit C approving the Cross-Collateralization between the 16600 Vanowen Street Property Owned by MPM 16600 Vanowen Street LLC and the Property at 18120 Sherman Way proposed to be purchased by Magnolia Educational & Research Foundation.
- Escrow closed and the keys were turned over to MPS on 1/24/25.
- Facilities walk through assessment is pending.
- PCSD Proposal to be taken to the Board for approval.
- Preliminary budget and schedule to be validated and prepared to determine start date of Tenant Improvement work.
- Program to be validated by MSA-7 Principal and Admin(s).
- Architect selection and Construction Manager selection will be next.

MSA2 – 16600 Vanowen

- Tentative Hearing Date is in April 2025.

- The Design Development Phase started the week of 2/3/25.
- An RFP was published for CM services, we received four proposals, and the MPS team conducted interviews on 2/5/25.
- Goal is to have a General Contractor on board upon Board Approval.

MSA SA – Shade Structure

- Project has been processed and routed to the DSA Intake Architect.
- Received DSA comments, and the team working to respond to the comments. New resubmittal date has been issued for Friday, 2/21/25.

MSA SA – Backyard

- MSA-SA backyard area is experiencing inefficient drainage.
- A limited topographic survey was conducted on 1/30/25 and we received the report on 2/12/25.
- Next step is to proceed with a plan to address drainage issues, and finalize the design and budget for necessary pavement repairs and maintenance.

MSA SD - Measure U Bond Charter Allocation

- Site Visit with Assigned Project Manager, Barkha Agarwalla was on 11/14/24.
- MSA-SD Admin, Facilities Department, SDUSD, and Architect of Record, Patty Sprotte have been meeting to finalize the designs to be submitted for a cost estimate.
- The goal is to submit the design and cost estimate to the District for their approval on 3/31/25.
- Key timelines were reviewed: planning may take up to 8 months, followed by approximately 2 years for design and approvals, and another 2 years for construction, totaling 3-4 years overall.

Exhibits:

- Exhibit A. MSA-5 7111 Winnetka Updated Budget
- Exhibit B. MSA-5 7111 Winnetka Preliminary Schedule

Exhibit A.

MSA-5
7111 Winnetka Updated Budget

MSA 5 - 7111 WINNETKA AVE - BUDGET

	November 18, 2024	January 15, 2025		February 13, 2025		Changes
Project Costs (Acquisition, Soft, CM and Financing)						
Acquisition Costs	**$ 10,434,239.00**	**$ 10,434,239.00**		**$ 10,434,239.00**		**$ -**
Magnolia Soft Costs	**$ 5,226,225.00**	**$ 5,226,225.00**	**[1]**	**$ 5,260,225.00**	[a]	**$ 34,000.00**
Owner's Contingency	**$ 1,000,000.00**	**$ 1,000,000.00**		**$ 1,000,000.00**		**$ -**
Financing Costs (CLI Capital)	**$ 1,698,433.69**	**$ 1,698,433.69**		**$ 1,698,433.69**		**$ -**
Financing Costs (Banc of California)	*$ 250,000.00*	*$ 250,000.00*		*$ 400,000.00*	[b]	**$ 150,000.00**
Interest on Intra-Organization Loan from LACOE MPS Schools	*$ 47,000.00*	*$ 47,000.00*		*$ -*	[b]	**$ (47,000.00)**
Prior CM Total	$ 217,407.30	$ 217,407.30		$ 217,407.30		**$ -**
Current CM Contract Total	$ 2,423,707.00	$ 2,423,707.00		$ 2,429,250.00		**$ 5,543.00**
Subtotal	$ 21,297,011.99	$ 21,297,011.99		$ 21,439,554.99		$ 142,543.00
Development Costs (Hard Costs)						
Sitework	$ 6,708,134.00	$ 7,720,000.00		$ 7,840,000.00		$ 120,000.00
Increment No. 1	*$ 2,948,134.00*	*$ 3,960,000.00*	**[2]**	*$ 3,830,000.00*	[c]	$ (130,000.00)
Increment No. 2	*$ 3,760,000.00*	*$ 3,760,000.00*	**[3]**	*$ 4,010,000.00*	[c]	$ 250,000.00
Classroom Bldg (Modular)	$ 25,281,446.00	$ 25,281,446.00	**[4]**	$ 25,131,386.00		$ (150,060.00)
Gym Bldg	$ 7,734,270.47	$ 7,734,270.47		$ 7,734,270.47		$ -
Play Area	$ -	$ -		$ -		$ -
FF&E	$ 748,500.00	$ 748,500.00		$ 748,500.00		$ -
Miscellaneous	$ 310,000.00	$ 310,000.00	**[5]**	$ 310,000.00		$ -
Acceleration Premium	$ -	none		none		$ -
Value Engineering	$ -	incl above		incl above		$ -
Subtotal	$ 40,782,350.47	$ 41,794,216.47		$ 41,764,156.47		$ (30,060.00)
Total Est Development Cost w/ Gym	$ 62,079,362.46	$ 63,091,228.46		$ 63,203,711.46		$ 112,483.00
State Award Amount	$ 50,832,332.00	$ 50,832,332.00		$ 50,832,332.00		$ -
Surplus/Deficit w/ Gym	**$ (11,247,030.46)**	**$ (12,258,896.46)**		**$ (12,371,379.46)**		**$ 112,483.00**
Total Est Development Cost w/o Gym	**$ 54,345,091.99**	**$ 55,356,957.99**		**$ 55,469,440.99**		**$ 112,483.00**
Available Fund	$ 50,832,332.00	$ 50,832,332.00		$ 50,832,332.00		$ -
Surplus/Deficit w/o Gym	**$ (3,512,759.99)**	**$ (4,524,625.99)**		**$ (4,637,108.99)**		**$ 112,483.00**

Notes:

[a] Adds allowance for builders risk insurance

[b] Reflects costs of using GANs financing

[c] Decrease to Increment 1 is shift to increment 2; Increase reflects inflationary adjustments

Exhibit B.

MSA-5
7111 Winnetka Updated Schedule

EXHIBIT B

MAGNOLIA SCIENCE ACADEMY PROJECT BASELINE SCHEDULE

07-Feb-25 10:42

Activity ID	Activity Name	Original Duration	Remaining Duration	Start	Finish
MAGNOLIA SCIENCE ACADEMY PROJECT BASELINE SCHEDULE		856	856	14-Mar-24	17-Jul-26
Increment #2 Sitework and Building Processes		0	0		
DSA Review Process		193	193	04-Dec-24	14-Jun-25
19	DSA Submission	0	0	04-Dec-24*	
21	DSA Initial Review	69	69	04-Dec-24	10-Feb-25
22	Magnolia Signed Contract	0	0		28-Jan-25*
32	Magnolia Fully Executed Contract	0	0		29-Jan-25*
23	Incorporate DSA Comments	69	69	11-Feb-25	20-Apr-25
27	DSA Back Check Review	35	35	21-Apr-25	25-May-25
31	Incorporate Back Check Comments	10	10	26-May-25	04-Jun-25
34	In Person Back Check	5	5	05-Jun-25	09-Jun-25
35	Project Approval and Paperwork	5	5	10-Jun-25	14-Jun-25
Production Process		22	22	02-May-24	23-May-24
45	Product Submittals Preparation and Review	21	21	02-May-24*	22-May-24
43	Client Releases Contractor to Purchase Materials	1	1	23-May-24	23-May-24
Procurement		87	87	22-May-25	16-Aug-25
39	Client Releases Contractor to Purchase Long Leads	1	1	22-May-25*	22-May-25
46	HVAC + Long Lead Electrical Procurement	30	30	22-May-25	20-Jun-25
47	Door and Storefront Long Lead Procurement	30	30	22-May-25	20-Jun-25
48	tory-Project Inspector Hired /Paperwork Submitted / Inspection Cards Issued	11	11	09-Jun-25*	19-Jun-25
49	Module Fabrication Including Line Fill	58	58	19-Jun-25	16-Aug-25
Increment 2 Construction		529	529	04-Feb-25	17-Jul-26
80	Grading and Pad Construction w Utility Connenctions	141	141	04-Feb-25*	24-Jun-25
129	Pave	38	38	24-May-25	30-Jun-25
51	GC Provides Building Pad to Contractor	0	0		24-Jun-25
52	Foundation Construction	60	60	25-Jun-25	23-Aug-25
135	2nd Couat Seal	1	1	30-Jun-25	30-Jun-25
133	1st Coat Seal	1	1	01-Jul-25*	01-Jul-25
134	Flood Test	1	1	01-Jul-25	01-Jul-25
132	Cure Asphalt (30 days)	30	30	01-Jul-25	30-Jul-25
50	Shipping and Erection	20	20	17-Aug-25	05-Sep-25
53	Building Installation (Crane Set)	10	10	24-Aug-25	02-Sep-25
57	Install Scaffolding	5	5	03-Sep-25	07-Sep-25
54	Module to Foundation Connections and Stucco	60	60	08-Sep-25	06-Nov-25
64	Remove Scaffolding	5	5	07-Nov-25	11-Nov-25
56	Utility Connection and Backfill (By Others)	7	7	07-Nov-25	13-Nov-25
184	Contractor Interior Module Connections (No Other Contractor Access)	45	45	07-Nov-25	21-Dec-25
174	On Site Modular Construction / Exterior Close-up/Interior Finish	120	120	07-Nov-25	06-Mar-26
84	Install Utilities from POC's to Building	30	30	12-Nov-25	11-Dec-25
144	Remove Shoring and Install and Compact Backfill Trenches	24	24	12-Dec-25	04-Jan-26
194	Energize Building and begin testing for HVAC, Fire Alarm, IT, etc.	10	10	22-Dec-25	31-Dec-25



Actual Work
Remaining Work
Critical Remaining Work
Milestone
Summary

MAGNOLIA SCIENCE ACADEMY PROJECT BASELINE SCHEDULE

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Activity ID	Activity Name	Original Duration	Remaining Duration	Start	Finish
204	Interior Finish and Fire Alarm	35	35	22-Dec-25	25-Jan-26
154	Build Lid Planter and Connections to Pumps w Irrigation and Fencing	60	60	05-Jan-26	05-Mar-26
164	IT and Electrical Work (Interior & Exterior)	60	60	05-Jan-26	05-Mar-26
214	Sitework Completion	80	80	26-Jan-26	15-Apr-26
224	Complete Play Field, BB Court, Courtyard	80	80	26-Jan-26	15-Apr-26
234	Exterior Finish/Site Concrete and Parking Lot	80	80	26-Jan-26	15-Apr-26
244	Finalize Site Utilities	80	80	26-Jan-26	15-Apr-26
254	Replace Driveways and Sidewalks	80	80	01-Mar-26*	19-May-26
264	Site LID and Landscaping	80	80	01-Mar-26	19-May-26
274	Solar Project	80	80	01-Mar-26	19-May-26
314	Elevator Testing	16	16	20-May-26	04-Jun-26
324	Fire Alarm Testing	16	16	20-May-26	04-Jun-26
284	Site Cleanup	25	25	20-May-26	13-Jun-26
294	Commissioning	25	25	20-May-26	13-Jun-26
304	Landscape Planting and Irrigation Checks	25	25	20-May-26	13-Jun-26
334	Final Inspections	12	12	05-Jun-26	16-Jun-26
364	Punch List Walk Thru	2	2	16-Jun-26	17-Jun-26
354	Building Furniture Move-In and Staff Set Up	5	5	16-Jun-26	20-Jun-26
344	Building Ready for Occupancy	0	0		16-Jun-26
374	Systems Testing and Staff Training	5	5	18-Jun-26	22-Jun-26
384	Punch List (After Hours)	30	30	18-Jun-26	17-Jul-26
Increment 1 - Construction		686	686	14-Mar-24	28-Jan-26
Milestones		115	115	28-Jan-25	22-May-25
62	NTP (160 calendar days)	115	115	28-Jan-25*	22-May-25
Procurement		366	366	28-Jan-25	28-Jan-26
68	Submittals (need to be approved early)	1	1	28-Jan-25	28-Jan-25
72	Trafic Permit (5 Weeks estimated)	20	20	29-Jan-25	17-Feb-25
69	Lift Stations (8 Weeks estimated)	40	40	29-Jan-25	09-Mar-25
70	Sumps (8 Weeks estimated)	40	40	29-Jan-25	09-Mar-25
71	Vault (8 Weeks estimated)	40	40	29-Jan-25	09-Mar-25
74	Electrical Service (12 Weeks estimated)	48	48	29-Jan-25	17-Mar-25
75	Water Service (12 Weeks estimated)	48	48	29-Jan-25	17-Mar-25
73	Sewer Connection Permit (6 months)	180	180	29-Jan-25	27-Jul-25
78	Switch Gear (will be added to contract)	365	365	29-Jan-25	28-Jan-26
76	Metal at Trash Enclosure	20	20	17-Feb-25*	08-Mar-25
77	Light post base bolt template	20	20	17-Feb-25	08-Mar-25
Off Site Utilities		10	10	17-Feb-25	26-Feb-25
81	Winnetka Sewer (pending permit)	7	7	17-Feb-25*	23-Feb-25
82	Gault Sewer (pending permit)	3	3	24-Feb-25	26-Feb-25
On Site Utilities		73	73	03-Mar-25	14-May-25
92	36" HDPE Detention System	10	10	03-Mar-25*	12-Mar-25
85	Sewer	5	5	10-Mar-25*	14-Mar-25

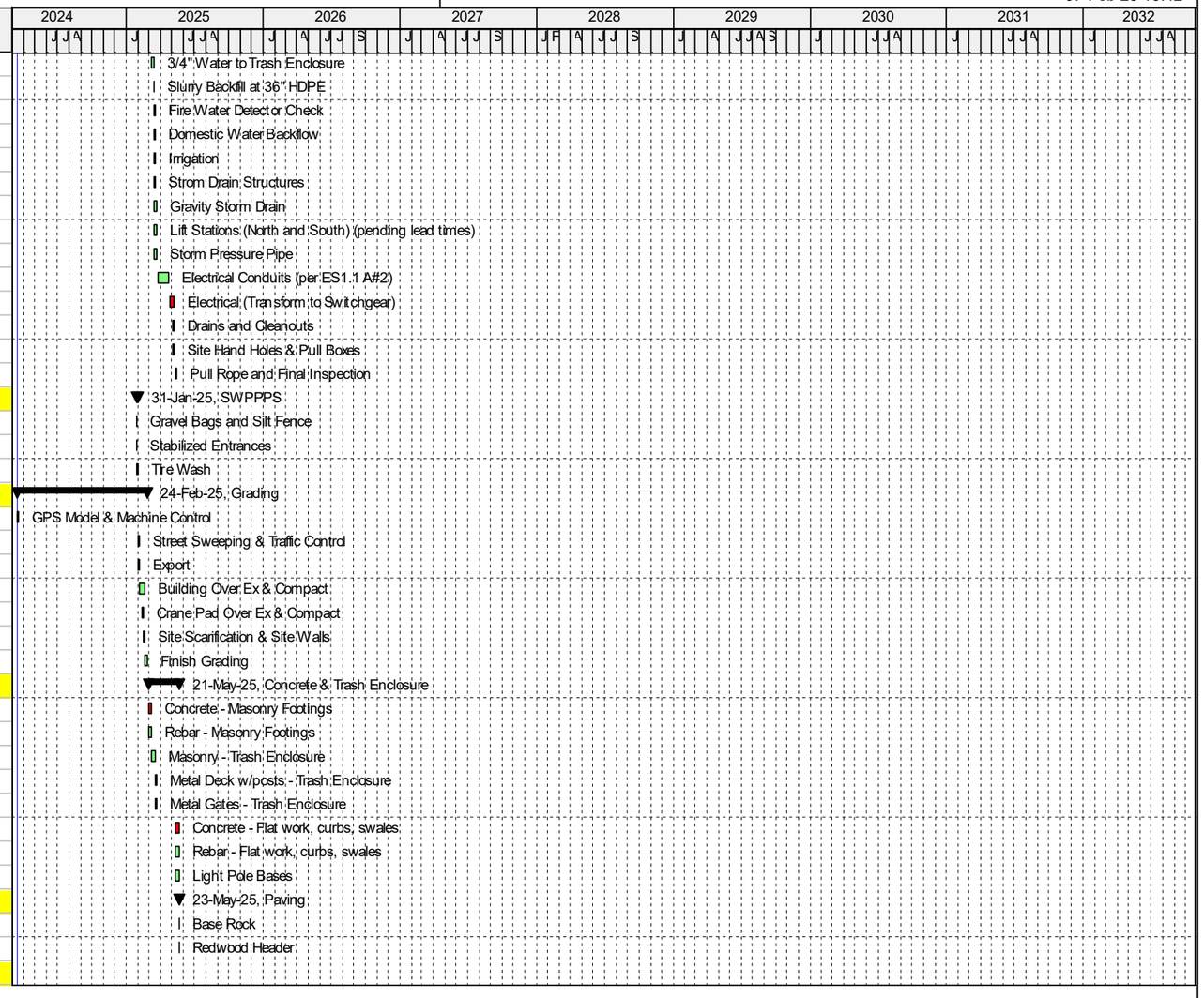


Actual Work
Remaining Work
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MAGNOLIA SCIENCE ACADEMY PROJECT BASELINE SCHEDULE

07-Feb-25 10:42

Activity ID	Activity Name	Original Duration	Remaining Duration	Start	Finish
88	3/4" Water to Trash Enclosure	5	5	10-Mar-25	14-Mar-25
93	Slurry Backfill at 36" HDPE	1	1	14-Mar-25*	14-Mar-25
86	Fire Water Detector Check	5	5	15-Mar-25	19-Mar-25
87	Domestic Water Backflow	5	5	15-Mar-25	19-Mar-25
89	Irrigation	5	5	15-Mar-25	19-Mar-25
94	Strom Drain Structures	5	5	15-Mar-25	19-Mar-25
91	Gravity Storm Drain	10	10	15-Mar-25	24-Mar-25
95	Lift Stations (North and South) (pending lead times)	10	10	15-Mar-25	24-Mar-25
96	Storm Pressure Pipe	10	10	15-Mar-25	24-Mar-25
97	Electrical Conduits (per ES1.1 A#2)	30	30	25-Mar-25	23-Apr-25
98	Electrical (Transform to Switchgear)	10	10	28-Apr-25*	07-May-25
90	Drains and Cleanouts	5	5	05-May-25*	09-May-25
99	Site Hand Holes & Pull Boxes	5	5	05-May-25*	09-May-25
100	Pull Rope and Final Inspection	5	5	10-May-25	14-May-25
SWPPPS		4	4	28-Jan-25	31-Jan-25
103	Gravel Bags and Silt Fence	2	2	28-Jan-25	29-Jan-25
104	Stabilized Entrances	2	2	28-Jan-25	29-Jan-25
105	Tire Wash	4	4	28-Jan-25	31-Jan-25
Grading		348	348	14-Mar-24	24-Feb-25
109	GPS Model & Machine Control	4	4	14-Mar-24	17-Mar-24
108	Street Sweeping & Traffic Control	5	5	01-Feb-25	05-Feb-25
110	Export	5	5	01-Feb-25	05-Feb-25
111	Building Over Ex & Compact	15	15	06-Feb-25	20-Feb-25
112	Crane Pad Over Ex & Compact	5	5	10-Feb-25*	14-Feb-25
113	Site Scarification & Site Walls	6	6	14-Feb-25	19-Feb-25
114	Finish Grading	5	5	20-Feb-25	24-Feb-25
Concrete & Trash Enclosure		80	80	03-Mar-25	21-May-25
119	Concrete - Masonry Footings	5	5	03-Mar-25*	07-Mar-25
120	Rebar - Masonry Footings	5	5	03-Mar-25	07-Mar-25
121	Masonry - Trash Enclosure	10	10	08-Mar-25	17-Mar-25
122	Metal Deck w/posts - Trash Enclosure	5	5	18-Mar-25	22-Mar-25
123	Metal Gates - Trash Enclosure	5	5	18-Mar-25	22-Mar-25
117	Concrete - Flat work, curbs, swales	10	10	12-May-25*	21-May-25
118	Rebar - Flat work, curbs, swales	10	10	12-May-25	21-May-25
124	Light Pole Bases	10	10	12-May-25	21-May-25
Paving		2	2	22-May-25	23-May-25
127	Base Rock	1	1	22-May-25	22-May-25
128	Redwood Header	1	1	23-May-25	23-May-25
Seal Coat		0	0		



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