MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II H
Date:	07.13.2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D. CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of revisions to student policies: Mathematics Placement, Anti-Bullying, and Homeless Education

Proposed Board Recommendation

I move that the board approve the revisions to student policies: Mathematics Placement, Anti-Bullying, and Homeless Education.

Background

The following three policies have been updated to comply with the changes in the law and the most recently updated charter petitions of MPS: Mathematics Placement, Anti-Bullying, and Homeless Education. Attached redlined copies show all revisions. In summary, the revisions are as follows:

Mathematics Placement: The criteria for placing students into the accelerated courses have been made more flexible using OR statements such rather than AND statements. For example; the criteria have been revised to state "Standard Exceeded" on Smarter Balanced OR on the Spring MAP test rather than exceeding on both tests. Also, MAP test linking tables have been added to the policy to delineate the cut-off scores for Standard Met and Exceeded. Finally, the language around parent meeting has been revised to encourage a meeting rather than mandating it as a criterion.

Anti-Bullying: The following statement has been added: "Per Education Code Section 234.1(b)(1), it is a requirement that if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so."

Reporting language has been revised to state "Students are encouraged to inform school personnel if they are the target of or a witness to bullying. If school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so. School personnel are required to report bullying incidents to the appropriate school administrator, i.e., Assistant Principal (or Dean of Students)."

Homeless Education: Definitions and Homeless Liaison responsibilities have been updated to comply with the law.

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Budget Implications

None.

Name of Staff Originator:

David Yilmaz (Chief Accountability Officer)

Attachments

Curriculum Policy – Mathematics Placement Policy (redlined)
Student Policies - Anti-Bullying Policy (redlined)
Student Policies - Homeless Education Policy (redlined)

MAGNOLIA PUBLIC SCHOOLS (MPS) MATHEMATICS PLACEMENT POLICY

A. Mathematics Placement Policy for Students Entering Grade 9

This policy of the Magnolia Educational & Research Foundation dba Magnolia Public Schools (the "Charter School") Board of Directors ("Board") has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:
    a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP");
    b. Placement tests that are aligned to state-adopted content standards in mathematics;
    c. Recommendation, if available, of each student's 8th grade mathematics teacher based on classroom assignment and grades;
    d. Recommendation, if any, of each student's 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
    e. Final grade in mathematics on the student's official, end of the year 8th grade report card;
    f. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, the student's MAP test scores, classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.
3. The Charter School Principal, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.
4. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

a. A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Principal, or his or her designee, that:

   i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.

   ii. Requests that the student retake the placement test, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.

   iii. Requests that the student retake the 8th grade end of course final mathematics assessment, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.

   iv. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request. The Principal or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Principal or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Principal shall specify the mathematics course or level recommended for the student. The Principal's or designee's response must provide the determination as well as the objective academic measures that the Principal or designee relied upon in making that determination.

b. Notwithstanding the foregoing, if the Principal or designee requires additional time to respond to a parent/legal guardian's request, the Principal or designee will provide a written response indicating that additional time is needed. In no event shall the Principal's or designee's response time exceed one (1) month.

c. If, after reconsideration of the student's mathematics placement by the Principal or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Principal or designee, acknowledging and accepting responsibility for this placement.

5. The Charter School shall ensure that this mathematics placement policy is posted on its website.

6. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

B. Mathematics Curriculum and Pathways

The math curriculum at the Charter School is based on the California Common Core State Standards: Mathematics (CA CCSSM) and reflect the importance of **focus**, **coherence**, and **rigor** as the guiding principles for mathematics instruction and learning. These standards will be fully implemented and assessed as a commitment to providing a world-class education for all students that supports college and career readiness and the knowledge and skills necessary to fully participate in the twenty-first-century global economy.

The standards call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing "habits of mind" that foster mastery of mathematics content as well as mathematical understanding. The standards for kindergarten through grade 8 prepare students for higher mathematics. The standards for higher mathematics reflect the knowledge and skills that are necessary to prepare students for college and careers and productive citizenship.

The math instruction at the Charter School will focus deeply on the concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom. Coherence will be provided through mathematical connections. Some of the connections in the standards knit topics together at a single grade level. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. Teachers will approach conceptual understanding, procedural skill and fluency, and application with equal intensity, providing instruction with rigor and relevance. In short, the math instruction at the Charter School will meet the challenges of the twenty-first century through innovation.

Requirements for graduation:

In grades 6 through 8, students are required to take core mathematics courses each year. In grades 9 through 12, the Charter School math course requirements are threefold:

1) Credit requirements: MPS requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. ~~Some of t~~These credits can be earned in middle school, but year requirements still apply. See below.

2) Year requirements: MPS requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma *(state requirement)* and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Mathematics-I or Algebra I in seventh grade, Mathematics II or Geometry in eighth grade, and Mathematics III or Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.

3) Course requirements: Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry before graduation. Integrated math courses fulfill this requirement.

Pathways:

Charter School will strive to provide the following pathways depending on student levels, needs/demands and availability of teachers and resources.

Pathway	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Regular Pathway	Math 6	Math 7	Math 8	Integrated Math I *or* Algebra I	Integrated Math II *or* Geometry	Integrated Math III *or* Algebra II	Electives *
Accelerated Pathway 1	Math 6	*Accelerated Math 7/8* **	*Integrated Math I* ** *or* *Algebra I*	Integrated Math II *or* Geometry	Integrated Math III *or* Algebra II	Electives *	Electives *
Accelerated Pathway 2	*Accelerated Math 6/7* ***	*Integrated Math I* *** *or* *Algebra I*	Integrated Math II *or* Geometry	Integrated Math III *or* Algebra II	Electives *	Electives *	Electives *
Further Acceleration	In some cases, entering sixth graders may be capable of beginning high school Integrated Math I (or Algebra I) and MPS is eager to accommodate these gifted students. Please see section titled "Middle School Math Placement" below for details.						

* Electives include Integrated Math IV/Precalculus, AP Calculus AB, AP Calculus BC, AP Statistics, and other math courses depending on student levels, needs/demands and availability of teachers and resources.

** In Accelerated Pathway 1, grades 7, 8, and 9 are compacted into grades 7 and 8 (a 3:2 compaction).

*** In Accelerated Pathway 2, grades 6, 7, 8, and 9 are compacted into grades 6 and 7 (a 4:2 compaction). Math 8 is bridged between grades 6 and 7 with the option of a summer math bridge course.

Integrated vs. Traditional Pathway

Depending on students' math backgrounds and surrounding schools' pathways, Charter School may elect to follow the traditional mathematics pathway over the integrated mathematics pathway where Algebra I, Geometry, Algebra II, and Precalculus courses replace Integrated Math I, II, III, and IV courses.

Middle school courses reflect California Common Core State Standards: Mathematics (CA CCSSM). Students on the regular pathway will be enrolled in common core Math 6, Math 7, and Math 8 courses. These courses follow a focus and coherent progression that builds from one year to the next. The accelerated pathway is for students who show mastery of grade-level standards. According to the Common Core State Standards Initiative, "Decision to accelerate students into higher mathematics before ninth grade must require solid evidence of mastery of prerequisite CCSSM. Compacted [accelerated] courses should include the same CCSS as the non-compacted courses." (Common Core State Standards Initiative, Appendix A, 2010).

Students will have opportunities to accelerate in middle and high school. In the recommended accelerated pathway, i.e., Accelerated Pathway 1, three years of math are combined into two math courses. Standards are not cut or skipped but compacted, requiring students to learn at a faster pace. It is not recommended to compact the standards before grade seven to ensure that students are developmentally ready for accelerated content. Learning math properly requires thorough understanding at each step so that complex material down the road can be tackled successfully. Notwithstanding the above, the Charter School will design a special pathway, i.e., Accelerated Pathway 2, for those few highest achieving sixth graders who are developmentally ready for further acceleration. In Accelerated Pathway 2, four years of content is compacted into two years allowing students to complete Integrated Math I (Algebra I) by the end of seventh grade.

Students entering grade 9 who completed Integrated Math I (Algebra I) in grade 8 successfully shall be placed in Integrated Math II (Geometry) in grade 9, and those who completed Integrated Math II (Geometry) in grade 8 shall be placed in Integrated Math III (Algebra II) in grade 9. Integrated Math I (Algebra I) and Integrated Math II (Geometry) courses taken in middle school will each be awarded ten (10) high school credits in mathematics.

The Charter School will offer math electives to students who have completed Integrated Math III (Algebra II). These include, but are not limited to, Integrated Math IV (Precalculus), AP Calculus AB, AP Calculus BC, AP Statistics, and other math courses depending on student levels, needs/demands, and availability of teachers and resources.

Middle School Math Placement:

The following are guidelines regarding student placement in math courses. Charter School will make a careful consideration of multiple data points to make a decision in the best interests of the students.

Students Entering Grade 6:

A) Accelerated Math 6/7: Grade 5 students transitioning to grade 6 and meeting specific requirements and criteria for acceleration may be placed in Accelerated Math 6/7. The criteria for placing students into the Accelerated Math 6/7 course include:

- Score of 4 out of 4 (or a minimum grade of "A-" or 90%) in math on final report card for grade 5
  - **AND**
- Overall score of "Standard Met" or "Standard Exceeded" in math on the summative assessment through the California Assessment of Student Performance and Progress ("CAASPP") in grade 5 **OR** minimum
- Spring MAP test score that corresponds to a performance level of 3 ("Standard Met") (if student has a MAP test score in grade 5).
- ~~Minimum Spring MAP test score that corresponds to a performance level of 3 ("Standard Met") in grade 5 (when applicable)~~
- ~~Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)~~

Once ~~all of~~ the above criteria are met, a student will be eligible to take the 6th grade placement examination which includes SBAC-like questions and performance tasks.

- Student must earn a score of "Proficient" in all parts of the placement examination to be placed in

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Accelerated Math 6/7.

B) In some cases, entering sixth graders may be capable of beginning high school Integrated Math I (or Algebra I) and MPS is eager to accommodate these gifted students. Therefore, upon satisfaction of the criteria listed under A) and successful passage of a Math I (Algebra I) placement test, students will be placed in a high school Math I (Algebra I) course as a cohort, by integration into an out of grade level assignment, or through mentored independent study. Likewise, some students may have the capacity to move at a faster pace through the material requiring consolidation of High School Algebra I with Geometry or Algebra II. MPS will in all cases accommodate the needs of these gifted students through classes or mentored independent study.

C) All other entering sixth graders shall be placed in common core Math 6.

Students Entering Grade 7:

A) Integrated Math I: Grade 6 students transitioning to grade 7 and meeting specific requirements and criteria for acceleration may be placed in Integrated Math I. The criteria for placing students into the Integrated Math I course include:

- Score of 3 out of 4 (or a minimum grade of "B-" or 80%) in Accelerated Math 6/7 course on final report card for grade 6
  - **AND**
- Overall score of "Standard Exceeded" in math on the summative assessment through the California Assessment of Student Performance and Progress ("CAASPP") in grade 6 **OR**
- m~~M~~inimum Spring MAP test score that corresponds to a performance level of 4 ("Standard Exceeded") (if student has a MAP test score in grade 6). ~~in grade 6 (when applicable)~~
- ~~Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)~~

B) Integrated Math II or above: Those gifted entering seventh graders who successfully completed a high school math course in grade 6 with a minimum grade of "B-" or 80% shall be placed in an appropriate next level math course. ~~Successful completion includes the criteria listed under A) as applicable to the course taken in grade 6.~~

C) Accelerated Math 7/8: Grade 6 students transitioning to grade 7 and meeting specific requirements and criteria for acceleration may be placed in Accelerated Math 7/8. The criteria for placing students into the Accelerated Math 7/8 course include:

- Score of 3 out of 4 (or a minimum grade of "B-" or 80%) in common core Math 6 course on final report card for grade 6
  - **AND**
- Overall score of "Standard Met" or "Standard Exceeded" in math on the summative assessment through the California Assessment of Student Performance and Progress ("CAASPP") in grade 6

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- Minimum Spring MAP test score that corresponds to a performance level of 3 ("Standard Met") in grade 6 (if student has a MAP test score in grade 6) ~~(when applicable)~~
- ~~Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)~~

D) All other entering seventh graders shall be placed in common core Math 7.

Students Entering Grade 8:

A) Integrated Math II: Grade 7 students transitioning to grade 8 and meeting specific requirements and criteria for acceleration may be placed in Integrated Math II. The criteria for placing students into the Integrated Math II course include:

- A minimum grade of "C" or 70% in Integrated Math I course on final report card for grade 7
- **AND**
- Overall score of "Standard Exceeded" in math on the summative assessment through the California Assessment of Student Performance and Progress ("CAASPP") in grade 7 **OR** m
- Minimum Spring MAP test score that corresponds to a performance level of 4 ("Standard Exceeded") (if student has a MAP test score in grade 7) ~~in grade 7 (when applicable)~~
- ~~Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)~~

B) Integrated Math III or above: Those gifted entering eighth graders who successfully completed Integrated Math II or above in grade 7 with a minimum grade of "C" or 70% shall be placed in an appropriate next level math course. ~~Successful completion includes the criteria listed under A) as applicable to the course taken in grade 7.~~

C) Integrated Math I: Grade 7 students transitioning to grade 8 and meeting specific requirements and criteria for acceleration may be placed in Integrated Math I. The criteria for placing students into the Integrated Math I course include:

- A minimum grade of "B-" or 80% in Accelerated Math 7/8 course on final report card for grade 7
- **AND**
- Overall score of "Standard Met" or "Standard Exceeded" in math on the summative assessment through the California Assessment of Student Performance and Progress ("CAASPP") in grade 7 **OR** m
- Minimum Spring MAP test score that corresponds to a performance level of 3 ("Standard Met") in grade 7 (if student has a MAP test score in grade 7) ~~(when applicable)~~
- ~~Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)~~

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D) All other entering eighth graders shall be placed in common core Math 8.

Continuing the Accelerated Pathways:

The Charter School will coordinate a parent education meeting for parents to gain understanding of the expectations of the accelerated pathways from the students and parents and how the school will support students to remain and be successful in accelerated pathways. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers will assess the mathematics placements for each student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, the student's MAP test scores, classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student and, the student's parent/legal guardian~~, and/or the student's other teachers~~ regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

As explained above, the Charter School will provide at least one (1) placement checkpoint within the first month of the school year and will continue to assess the mathematics placements for each student. The Charter School will make a careful consideration of multiple data points to make a decision in the best interests of the students. The following are minimum criteria that must be met by a student to remain in the current mathematics placement:

- Minimum grade of "B-" or 80% on current class grade and on each progress/report card
- Minimum Fall/Winter MAP test score that corresponds to a performance level of 3 ("Standard Met") for grade level (~~when applicable~~See tables below for cut scores.)
- ~~Teacher recommendation~~
- Teacher recommendation
- Administrator recommendation

Linking Data Table: Smarter Balanced & MAP[1]:

Northwest Evaluation Association™ (NWEA™) completed a study to connect RIT scores from Measures of Academic Progress® (MAP®) interim assessments with the scale of Smarter Balanced Assessment Consortia (Smarter Balanced) summative assessments in math and English language arts (ELA).

This linking data table conveys this valuable information so you can see where your students are now, develop growth goals for the coming year, and create instructional strategies to meet them. Data from your fall, winter, and spring MAP administrations will show you how your students are growing toward those goals and guide instructional decisions to keep students on track.

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[1] https://www.nwea.org/content/uploads/2017/01/SBAC-MAP-Linking-Study-.pdf~~https://www.nwea.org/content/uploads/2015/11/Smarter-Balanced-and-MAP-Linking-Data-Table-One-Sheet-NOV15.pdf~~

Following is a table that shows concordance between MAP RIT scores and Smarter Balanced cut scores. This table will update as new data becomes available.

TABLE 2. CONCORDANCE BETWEEN SMARTER BALANCED MATH AND MAP MATH CUT SCORES (WHEN MAP IS TAKEN IN SPRING)

	SMARTER BALANCED			
Grade	Level1 Not Met	Level2 Nearly Met	Level3 Met	Level4 Exceeded
3	2114-2366	2367-2431	2432-2489	2490-2623
4	2131-2415	2416-2472	2473-2532	2533-2663
5	2201-2441	2442-2501	2502-2581	2582-2701
6	2210-2456	2457-2530	2531-2617	2618-2724
7	2258-2478	2479-2551	2552-2648	2649-2745
8	2288-2486	2487-2566	2567-2667	2668-2769

	MAP MATH							
Grade	Level 1 Not Met		Level 2 Nearly Met		Level 3 Met		Level 4 Exceeded	
	RIT	%tile	RIT	%tile	RIT	%tile	RIT	%tile
3	100-193	1-24	194-203	25-51	204-214	52-79	215-350	80-99
4	100-201	1-21	202-216	22-58	217-228	59-84	229-350	85-99
5	100-213	1-31	214-228	32-67	229-237	68-84	238-350	85-99
6	100-216	1-30	217-229	31-60	230-239	61-80	240-350	81-99
7	100-220	1-32	221-234	33-63	235-245	64-83	246-350	84-99
8	100-227	1-43	228-241	44-71	242-251	72-85	252-350	86-99

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TABLE 4. CONCORDANCE BETWEEN SMARTER BALANCED MATH AND MAP MATH CUT SCORES (WHEN MAP IS TAKEN IN FALL OR WINTER PRIOR TO SPRING SMARTER BALANCED TESTS)

	SMARTER BALANCED			
Grade	Level1 Not Met	Level2 Nearly Met	Level3 Met	Level4 Exceeded
3	2114-2366	2367-2431	2432-2489	2490-2623
4	2131-2415	2416-2472	2473-2532	2533-2663
5	2201-2441	2442-2501	2502-2581	2582-2701
6	2210-2456	2457-2530	2531-2617	2618-2724
7	2258-2478	2479-2551	2552-2648	2649-2745
8	2288-2486	2487-2566	2567-2667	2668-2769

	MAP FALL							
Grade	Level 1 Not Met		Level 2 Nearly Met		Level 3 Met		Level 4 Exceeded	
	RIT	%tile	RIT	%tile	RIT	%tile	RIT	%tile
3	100-179	1-20	180-190	21-51	191-202	52-82	203-350	83-99
4	100-189	1-18	190-205	19-61	206-217	62-87	218-350	88-99
5	100-203	1-30	204-218	31-69	219-227	70-86	228-350	87-99
6	100-208	1-28	209-221	29-60	222-232	61-83	233-350	84-99
7	100-214	1-31	215-228	32-64	229-239	65-84	240-350	85-99
8	100-222	1-42	223-237	43-73	238-247	74-88	248-350	89-99

	MAP WINTER							
Grade	Level 1 Not Met		Level 2 Nearly Met		Level 3 Met		Level 4 Exceeded	
	RIT	%tile	RIT	%tile	RIT	%tile	RIT	%tile
3	100-188	1-23	189-198	24-51	199-209	52-80	210-350	81-99
4	100-196	1-20	197-211	21-58	212-223	59-85	224-350	86-99
5	100-209	1-31	210-224	32-68	225-233	69-85	234-350	86-99
6	100-213	1-30	214-226	31-61	227-236	62-81	237-350	82-99
7	100-218	1-33	219-232	34-65	233-243	66-84	244-350	85-99
8	100-225	1-42	226-239	43-71	240-249	72-86	250-350	87-99

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Concordance between MAP RIT scores and Smarter Balanced cut scores

Subject	Grade	Smarter Balanced				MAP RIT			
		Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
		Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded
ELA	3	2114–2366	2367–2431	2432–2489	2490–2623	100–190	191–201	202–210	211–350
	4	2131–2415	2416–2472	2473–2532	2533–2663	100–199	200–208	209–216	217–350
	5	2201–2441	2442–2501	2502–2581	2582–2701	100–203	204–213	214–224	225–350
	6	2210–2456	2457–2530	2531–2617	2618–2724	100–205	206–217	218–230	231–350
	7	2258–2478	2479–2551	2552–2648	2649–2745	100–209	210–221	222–234	235–350
	8	2288–2486	2487–2566	2567–2667	2668–2769	100–211	212–224	225–238	239–350
Math	3	2189–2380	2381–2435	2436–2500	2501–2621	100–193	194–203	204–214	215–350
	4	2204–2410	2411–2484	2485–2548	2549–2659	100–201	202–216	217–228	229–350
	5	2219–2454	2455–2527	2528–2578	2579–2700	100–213	214–228	229–237	238–350
	6	2235–2472	2473–2551	2552–2609	2610–2748	100–216	217–229	230–239	240–350
	7	2250–2483	2484–2566	2567–2634	2635–2778	100–220	221–234	235–245	246–350
	8	2265–2503	2504–2585	2586–2652	2653–2802	100–227	228–241	242–251	252–350

High School Math Placement:

As explained in Section A of this policy, in determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP");

b. Placement tests that are aligned to state-adopted content standards in mathematics;

c. Recommendation, if available, of each student's 8th grade mathematics teacher based on classroom assignment and grades;

d. Recommendation, if any, of each student's 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;

e. Final grade in mathematics on the student's official, end of the year 8th grade report card.

Students entering grade 9 are normally placed in Integrated Math I (Algebra I). Those students who completed Integrated Math I (Algebra I) in grade 8 successfully with a minimum grade of "C" or 70% shall be placed in Integrated Math II (Geometry) in grade 9, and those who completed Integrated Math II (Geometry) in grade 8 successfully with a minimum grade of "C" or 70% shall be placed in Integrated Math III (Algebra II) in grade 9. Integrated Math I (Algebra I) and Integrated Math II (Geometry) courses taken in middle school will each be awarded ten (10) high school credits in mathematics.

The Charter School will offer math electives to students who have completed Integrated Math III (Algebra II) successfully with a minimum grade of "C" or 70%. These include, but are not limited to, Integrated Math IV

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(Precalculus), AP Calculus AB, AP Calculus BC, AP Statistics, and other math courses depending on student levels, needs/demands, and availability of teachers and resources.

Mathematics Courses:

MATHEMATICS	
MATH 6	**MATH 7**
In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.	In Grade 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
MATH 8	**ACCELERATED MATH 6/7**
In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.	This course compacts 6th and 7th grade standards and it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
ACCELERATED MATH 7/8	**INTEGRATED MATHEMATICS I**
This course differs from the non-accelerated 7th grade course in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout

	each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Relationships Between Quantities; 2) Linear and Exponential Relationships; 3) Reasoning with Equations; 4) Descriptive Statistics; 5) Congruence, Proof, and Constructions; 6) Connecting Algebra and Geometry through Coordinates.
INTEGRATED MATHEMATICS II	**INTEGRATED MATHEMATICS III**
The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Extending the Number System; 2) Quadratic Functions and Modeling; 3) Expressions and Equations; 4) Applications of Probability; 5) Similarity, Right Triangle Trigonometry, and Proof; 6) Circles With and Without Coordinates.	It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions.3 They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into four units are as follows: 1) Inferences and Conclusions from Data; 2) Polynomial, Rational, and Radical Relationships; 3) Trigonometry of General Triangles and Trigonometric Functions; 4) Mathematical Modeling.
INTEGRATED MATHEMATICS IV	**ALGEBRA I**
This course prepares students for work in calculus. Topics include: coordinate geometry with analytical methods and proofs; equations and graphs of conic	The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades

sections; rectangular and polar coordinates; parametric equations; vectors; the study of polynomial, logarithmic, exponential, and rational functions and their graphs; induction; limits and rate change; continuity; and problem analysis. The course unifies and emphasizes the structure of mathematics.	standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into five units are as follows: 1) Relationships Between Quantities and Reasoning with Equations; 2) Linear and Exponential Relationships; 3) Descriptive Statistics; 4) Expressions and Equations; 5) Quadratic Functions and Modeling.
GEOMETRY	**ALGEBRA II**
The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Congruence, Proof, and Constructions; 2) Similarity, Proof, and Trigonometry; 3) Extending to Three Dimensions; 4) Connecting Algebra and Geometry through Coordinates; 5) Circles With and Without Coordinates; 6) Applications of Probability.	Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into four units, are as follows: 1) Polynomial, Rational, and Radical Relationships; 2) Trigonometric Functions; 3) Modeling with Functions; 4) Inferences and Conclusions from Data.

PRECALCULUS	**AP STATISTICS**
Precalculus weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections in the first semester. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers. Cross-curricular connections are made throughout the course to calculus, art, history, and a variety of other fields related to mathematics.	The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.
AP CALCULUS AB	**AP CALCULUS BC**
AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.	AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Acceleration Agreement in Mathematics

Student Name: _____ Grade: _____ Math Placement: _____

Please check all the boxes below:

☐ I have read the mathematics placement policy and I understand the high level of expectations from students in the accelerated math pathways.

☐ I understand my child's placement in an accelerated math course.

☐ I understand that my child's placement in an accelerated math course depends on his/her level and availability of staffing, class size, and scheduling.

☐ I understand the following minimum criteria that must be met by a student to remain in the current mathematics placement:

- Minimum grade of "B-" or 80% on current class grade and on each progress/report card,
- Minimum Fall/Winter MAP test score that corresponds to a performance level of 3 ("Standard Met") for grade level ~~(when applicable~~(if student has a MAP test score),
- Teacher recommendation,
- Administrator recommendation.

☐ I understand that if my child does not meet the criteria to remain in the current mathematics placement he/she may be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

Parent/Guardian Name: _____ Signature: _____ Date: _____

ANTI-BULLYING POLICY

Magnolia Public Schools (MPS) is committed to providing a caring, friendly and safe environment for all of our pupils so they can feel safe, confident and find success in personal and academic development. Therefore, it is important for MPS to have an explicit policy on bullying and cyber-bullying as part of a general policy on discipline and behavior. It is the Board's policy to maintain an educational environment in which bullying and cyber bullying in any form are not tolerated.

MPS shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 *et seq*. MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

What Is Bullying / Cyber Bullying?

Bullying is the use of aggression with the intention of hurting another person. It is the unwelcome verbal, written, or physical conduct that has the effect of pain and distress on the victim. Bullying occurs in school playgrounds every 7 minutes and once every 25 minutes in class. Boys report more physical forms of bullying: girls tend to bully in indirect ways, such as gossiping and excluding. Research shows that 85% of bullying episodes occur in the context of a peer group (Pepler et al., 1997).

Bullying can be:

- **Emotional**: Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical:** Pushing, kicking, hitting, punching or any use of violence
- **Religious/Racist:** Taunts, graffiti, gestures
- **Sexual:** Unwanted physical contact or sexually abusive comments
- **Homophobic:** Because of, or focusing on the issue of sexuality
- **Verbal:** Name-calling, sarcasm, spreading rumors, teasing
- **Cyber:** All areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology, i.e. camera & video facilities

Cyber Bullying:

Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs) which has the effect of:

- Physically, emotionally or mentally harming a student;
- Placing a student in reasonable fear of physical, emotional or mental harm;
- Placing a student in reasonable fear of damage to or loss of personal property; or

- Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying. Per Education Code Section 234.1(b)(1), it is a requirement that if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so.

Objectives of this Policy:

- All teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms:

A child may indicate by signs or behavior that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to be truant
- becomes withdrawn anxious, or lacking in confidence
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has lunch or other monies continually "lost"
- has unexplained cuts or bruises

- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviors could indicate other problems, but bullying should be considered a possibility and should be investigated.

Students who report cyberbullying are requested to preserve evidence of cyberbullying. For example, a student may save or bring a copy of an email, text message, picture or other electronic transmission that the student believes was intended to harm, insult, or humiliate.

Procedures:

1. **Reporting:** Students are encouraged to inform school personnel if they are the target of or a witness to bullying. If school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so. School personnel are required to report ~~Report~~ bullying incidents to the appropriate school administrator, i.e., Assistant Principal (or Dean of Students).

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2. **Informal Resolution:** The Assistant Principal, along with the complainant and the accused/student, may agree to informally resolve the complaint within two (2) work days. The incident and the resolution will be documented by the Assistant Principal. If the Assistant Principal is not available to address the issue, the Principal/designee will work to resolve the complaint.

   If a mutual resolution has not been achieved, a formal written appeal must be filed by the complainant/student/employee or parent(s), on behalf of the students, within five (5) work days after the informal meeting and submitted to the principal.

3. **Formal Resolution:** Upon receipt of the complaint, the principal or the principal's designee will, in their sole discretion, determine if the complaint alleges a serious violation of this policy. If the principal or the principal's designee determines that the complaint alleges a serious violation, the principal or the principal's designee will undertake a thorough investigation of the complaint. The investigation will entail the gathering of relevant facts and evidence and will be conducted in a reasonable prompt time period, e.g. ten (10) work days, taking into account the circumstances of the complaint. If necessary and appropriate, police will be consulted in extreme cases. If the investigation establishes a violation, appropriate disciplinary sanctions will be imposed on the offending student(s). Other measures that are reasonably calculated to prevent a recurrence of the violation(s) may also be imposed by the principal/designee or the school system.

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4. **Further steps:**

a. If the complainant is not happy with the formal resolution, he/she may write a formal written appeal to the School Site Council (SSC). The SSC may call a meeting with the complainant, principal and other interested parties if necessary. The SSC will collaborate with the principal to resolve the issue within time frame that is suggested by the SSC and agreed by the parent.

b. If the complainant is not happy with the SSC's resolution, he/she may take his/her written appeal to the CEO (or designee) of MPS. The CEO (or designee) will collaborate with the SSC or the principal (or designee) to resolve the issue within time frame that is suggested by the CEO (or designee) and agreed by the parent.

c. If the complainant is not happy with the CEO (or designee)'s resolution, he/she may take his/her written appeal to the MPS Board of Directors. In all cases, the Board of Directors will not get involved in the issue until the above steps have been attempted. The Board chairperson will determine the next course of action; a subcommittee of the Board of Directors may be formed to review the complaint and issue a finding within 30 calendar days. The Board's decision is final.

5. After this point if the complainant is still not satisfied with the resolution, he/she can write a letter to the charter authorizer, but their involvement is beyond the scope of this policy.

Outcomes (with reconciliation of pupils being the goal)

1. Parent conference
2. The bully (bullies) may be asked to genuinely apologize.
3. Repeated offenders may have consequences such as meeting with the assistant principal, participating in peer mediation, or participating in small group or individual counseling. Student may also be placed on a behavior contract.
4. In serious cases, ISS, OSS, or expulsion will be considered.
5. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

The school may revoke the privilege of a student or third party, who uses school equipment or electronic communication system to engage in cyberbullying, to use any school electronic equipment. The school may revoke the privilege of a student or third party, who uses a personal communication device to engage in cyberbullying, to bring any personal communication device on school property or school-sponsored activities.

Prevention

We will use various methods for helping students to prevent bullying. As and when appropriate, these may include:

- having assemblies on bullying awareness/prevention
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance

- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class
- making up and participating in role-plays
- having discussions (class meetings) about bullying and why it matters
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies
- using the internet safely
- enhancing students' skills for engaging in healthy relationships and respectful communications
- using positive behavioral supports and appropriate reinforcement, even when students require discipline
- encouraging adults to develop positive relationships with students
- school/community training
- displaying anti-bullying posters throughout the campus
- providing the students with an "anonymous incident reporting box" to avoid being labeled a "tattle tale" or "snitch"
- implementing a poster board on the campus where students can sign a "pledge to take a stand against bullying"
- support from our school counselors working with victims of bullying and students who bully others
- frequent reminders from the administration and staff regarding consequences for those who bully or fight on campus
- collaborating with the parent group to bring resources to the students and the parents

The phenomenon that is bullying / cyber bullying in schools is very much a reality, and it takes a collective effort from the staff, students, parents and community members to help reduce the amount of incidents that occur on a particular campus. Therefore, we ask the entire MPS family to continue to emphasize the importance of taking a stand against bullying and not participating in inappropriate behavior on campus.

Thank you for doing your part in helping to make MPS a safe and enjoyable place to be.

MAGNOLIA PUBLIC SCHOOLS (MPS) HOMELESS EDUCATION POLICY

I. Introduction

Title IA (Section 111(a)(1)) requires that a district (including independent charter schools)receiving Title IA Funds include in its district plan a plan to provide services to homeless students to ensure compliance with the McKinney-Vento Act. The McKinney-Vento Homeless Assistance Act, reauthorized in December 2001, ensures educational rights and protections for children and youth experiencing homelessness. The education subtitle of the McKinney-Vento Act was reauthorized by the Every Student Succeeds Act of 2015, which was signed into law by President Obama on December 10, 2015.

II. Definitions

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; ~~or are awaiting foster care placement;~~
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. ~~Runaway children or children who are abandoned; and~~
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Unaccompanied youth includes a youth not in the physical custody of a parent or guardian. A child or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Homeless Liaison.

III. Homeless Liaison

The **Principal** of each MPS school site shall serve as the Homeless Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).)

The Homeless Liaison shall ensure that (42 U.S.C. 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at MPS.

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3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MPS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services. ~~Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs.~~

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

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~~Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens.~~

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6. Enrollment/admissions disputes are mediated in accordance with law, the MPS charter, and Board policy.

7. Parents/guardians are fully informed of all transportation services, as applicable.

8. School personnel providing services receive professional development and other support.

9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

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~~For any homeless student who enrolls at the School, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.~~

IV. General Assurances

MPS provides the following general assurances:

- Homeless children and youth shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.
- Homeless children and youth shall be provided services comparable to those received by other students in the school, including transportation services, and education programs for which

students meet eligibility criteria, such as services provided under Title 1 or similar state and local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs.

- Homeless children and youth will have access to district administrative level reservation of funds (set-asides) for serving homeless students.
- MPS shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.
- MPS shall provide and post notices of the educational rights of homeless children and youth.

V. Identification and Reporting

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MPS will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

VI. School Selection

Homeless students have a right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

A homeless child or youth's right to attend their school of origin extends for the duration of homelessness. If a child or youth becomes permanently housed during the academic year, he or she is entitled to stay in the school of origin for the remainder of the academic year.

As all MPS schools are independent charter schools, and therefore schools of choice rather than assigned district schools, placement decisions are based solely on parent request through the application process. In order to provide equal access to its schools, the MPS annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

VII. Enrollment and Records

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MPS enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MPS designee shall immediately contact the school last attended by the student to obtain the relevant

records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment(as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

In accordance with current MPS enrollment policies and state regulations regarding charter schools, if the grade level for which a homeless child or youth has applied has more applicants than spaces available, a random public lottery will take place once annually in order to determine enrollment for the following school year. An "in-district" priority will apply during the lottery to homeless youth who self-identify as homeless during the lottery application process as to not discriminate against homeless children or youth due to lack of permanent housing. If a homeless child or youth applies for admission after the annual random public lottery, he or she will be placed on the waitlist in the order in which the application was received, even if the application is incomplete at the time of submission.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

VIII. Nutrition Programs

Homeless students automatically qualify for free breakfast and lunch at MPS schools. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

IX. Transportation

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MPS, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at the MPS school of their choice for the duration of their homelessness.

MPS may work with the youth's district of residence or other agencies to provide transportation services.

X. Enrollment Dispute Resolution Process

(per CDE Homeless Education Dispute Resolution Process -http://www.cde.ca.gov/sp/hs/cy/disputeres.asp)

If a disagreement arises over school selection or enrollment, the student must be immediately enrolled in the school in which he/she is requesting enrollment, pending resolution of the dispute. Enrollment is defined as "attending classes and participating fully in school activities."

The school must refer the student, parent, or guardian to the LEA's homeless liaison to carry out the dispute resolution process as expeditiously as possible. The homeless liaison must ensure the dispute resolution process is also followed for unaccompanied youth.

A written explanation of the school's decision regarding school selection or enrollment must be provided if a parent, guardian, or unaccompanied youth disputes such a school selection or enrollment decision, including the right to appeal. The written explanation shall be complete, as brief as possible, simply stated, and provided in a language that the parent, guardian, or unaccompanied youth can understand.

If the dispute remains unresolved at the district level or is appealed, then the district homeless liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or enrollment decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the LEA and parent of the decision.

If the dispute remains unresolved or is appealed, the COE homeless liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator. Upon the review of the LEA, COE, and parent information, the CDE will notify the parent of the final school selection or enrollment decision within ten (10) working days of receipt of materials.