



# MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

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Board Agenda Item #	7d
Date:	08.13.2015
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D. CEO & Superintendent
Staff Lead:	David Yilmaz, Director of Accountability
RE:	Approval of 2015-16 Student/Parent Handbook

## Proposed Board Recommendation

I move that the board approve the 2015-16 Student/Parent Handbook.

## Background

This is a routine annual item for the Board. We update our Student/Parent handbook each year and ask for Board approval.

## Budget Implications

None.

Name of Staff Originator: David Yilmaz

## OVERVIEW OF MODIFICATIONS

Following is a list of modifications made in the 2015-16 Student/Parent Handbook.

### MPS STUDENT/PARENT HANDBOOK

Page #	Modification
7	Grading guidelines and subcategories have been added to align grading at MPS.
11	Letter /check grade to numerical grade conversion table has been added.
13	Integrated math courses have been added to the mathematics category for graduation.
18	Truancy definition and procedures have been updated.
22-24	A chart for behavior expectations and infractions has been added to delineate Level 1, Level 2, and Level 3 infractions and possible corrective strategies.
32-35	Grounds for expulsion have been updated to reflect current Ed Code.
40	Home Visit section has been added.
44-45	Uniform policy has been updated.
46-69	Board-approved "Student Technology Use Policy and Agreement" has been added.
50-57	Board-approved "NCLB Compliant Parent Involvement Policy" has been added.
60-61	Board-approved "Internal Complaint Procedures" has been added.
62-63	Board-approved "Internal Complaint Procedures Form" has been added.

Magnolia Public Schools

# Student/Parent Handbook

20154-165

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Dear Parents and Students,

Magnolia Public Schools (MPS) staff believes that education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. This handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled this student-parent handbook, which addresses the school's regulations and policies to set a standard for our students. It is an essential reference book describing what we expect and how we do things. Read it carefully, discuss it with your parent/guardian, and let it act as a guide for your effective involvement in all aspects of school. Keep this handbook so you can refer to it throughout the school year.

Sincerely,

MPS Administration

# Magnolia Public Schools

## The Vision

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

## The Mission

Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEM) in a safe environment that cultivates respect for self and others.

## Core Values

Magnolia Public Schools has identified the following core values which are reinforced through its ["Get Ready for Life \(GRFL\)" Life Skills](#) curriculum, ~~expected school wide learning results~~ [student learning outcomes \(SLOs/ESLR\)](#), and all school activities:-

- ~~Value:~~ Scholarship
- ~~Value:~~ Critical Thinking
- ~~Effective Communication~~ ~~Success and Self Discipline~~ ~~Personal Qualities~~ ~~Citizenship and~~
- ~~Value:~~ Social Responsibility ~~Value: Effective Communication~~  
~~Respect and Responsible Choices~~ ~~Conflict Resolution and Human Relations~~

## Locations

Magnolia Science Academy-1	18238 Sherman Way, Reseda, CA 91335	(818) 609-0507
Magnolia Science Academy-2	17125 Victory Blvd., Van Nuys, CA 91406	(818) 758-0300
Magnolia Science Academy-3	1254 East Helmick St., Carson, CA 90746	(310) 637-3806
Magnolia Science Academy-4	11330 W Graham Place, Los Angeles, CA 90064	(310) 473-2464
Magnolia Science Academy-5	18230 Kittridge St., Reseda, CA 91335	(818) <del>705-219-</del> 56676
Magnolia Science Academy-6	3754 Dunn Dr., Los Angeles, CA 90034	(310) 842-8555
Magnolia Science Academy-7	18355 Roscoe Blvd., Northridge, CA 91325	(818) 221-5328
Magnolia Science Academy-8 (Bell)	6411 Orchard Ave, Bell, CA 90201	(323) 826-3925

<i>Magnolia Science Academy-San Diego</i>	<i>6365 Lake Atlin Ave., San Diego, CA 92119</i>	<i>(619) 644-1300</i>
<i>Magnolia Science Academy-Santa Ana</i>	<i>102 Baker St. E, Costa Mesa, CA 92626</i>	<i>(714) 557-7002</i>
<i>Magnolia Science Academy-Santa Clara</i>	<del><i>2720 Sonoma Place, Santa Clara, CA 95051</i></del>	<del><i>(408) 244-2620</i></del>

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### **EQUAL OPPORTUNITY & NON-DISCRIMINATION STATEMENT**

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In compliance with federal and state equal opportunity laws, equal opportunity will be afforded to all applicants regardless of race, color, sex, age, religious creed, disability, national origin, ancestry, or sexual orientation in every aspect of the school community.

MPS is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. MPS prohibits discrimination and harassment based on an individual's actual or perceived sex, sexual orientation, gender (including gender identity, marital status, pregnancy, childbirth or related medical condition), ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by MPS.

Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or conduct that is threatening or humiliating. This nondiscrimination policy covers admission or access to treatment or employment in all MPS programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in MPS programs or activities.

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

MPS prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. For inquiries or complaints related to discrimination or harassment based on student's sex (Title IX); sexual orientation or gender identity (Title 5,

CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504), contact MPS.

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### **FERPA**

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The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. For more information, please refer to the US Department of Education's website: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

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### **RIGHTS AND RESPONSIBILITIES**

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#### ***Effective Communication:***

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

**1<sup>st</sup>:** Parents should encourage their child to talk with the teacher.

**2<sup>nd</sup>:** Parents can encourage their child to talk with an administrator.

**3<sup>rd</sup>:** If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

**1<sup>st</sup>:** Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.

**2<sup>nd</sup>:** If the problem persists after a reasonable time, talk with the teacher again.

**3<sup>rd</sup>:** If the problem is still not resolved, make an appointment with the related administrator.



For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS [Central-Home](#) Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

**Students' Rights and Responsibilities:**

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

*"All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school."  
Education Code, § 48900 et seq.*

**Parents' Rights and Responsibilities:**

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in CoolSIS.

- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

**Teachers' Rights and Responsibilities:**

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

**Administrators' Rights and Responsibilities:**

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.

- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

**POLICIES AND PROCEDURES**

As a student at MPS, you are required to abide by and respect all rules and regulations in the handbook, both on and off campus. The handbook was established to maintain a safe and healthy school environment conducive to learning. Students who choose to not follow these rules will receive disciplinary action.

**I. ACADEMIC POLICIES**

**A. GENERAL GUIDELINES**

**Grading:**

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At MPS course report card grades are to be represented in letter-grade equivalent to the percentage earned in each course.

Course report card grades are based on [performance and practice assessments, as can be seen in the following table.](#)

<u>Category</u>	<u>Subcategories</u>
<u>Performance Assessments</u> <i>(Summative)</i>  <u>70%</u>	<ul style="list-style-type: none"> <li>▪ <u>Unit assessments</u> <i>(no more than 50%)</i></li> <li>▪ <u>Benchmark assessments</u> <i>(no more than 30%)</i></li> <li>▪ <u>Final assessment</u> <i>(no more than 30%)</i></li> <li>▪ <u>Performance tasks</u> <i>(Projects, portfolios, essays, artwork, visual representations, models, multimedia, oral presentations, live or recorded performances, labs, etc.)</i></li> </ul>
<u>Practice Assessments</u> <i>(Formative)</i>  <u>30%</u>	<ul style="list-style-type: none"> <li>▪ <u>Independent practices</u></li> <li>▪ <u>Daily assignments</u></li> <li>▪ <u>Classwork</u></li> <li>▪ <u>Homework</u> <i>(no more than 15%)</i></li> <li>▪ <u>Warm-ups</u></li> <li>▪ <u>Reviews</u></li> <li>▪ <u>Quizzes</u></li> </ul>

Aligned with the above grading guidelines, each department will work with the Department Chair and the Dean of Academics to develop specific and consistent weights for each grading subcategory, to be shared with parents and students.

Teachers will create reasonable number of assignments for each subcategory in their grading system. Teachers will provide students with access to course material, homework assignments, projects, and students' grades through CoolSIS, the school information system, and update CoolSIS records daily/weekly.

in-class performance tasks (assessments, projects, assignments, and classroom participation), homework, responsibility, and in some instances, additional discretionary components. Each department will work with the Department Chair in conjunction with the School's Dean of Academics to develop specific and consistent weights for each component, to be shared with parents and students.

#### **Homework:**

Homework is essential to success at MPS. Doing homework will help students develop many valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign homework that will foster individual learning and growth that is appropriate for the subject area. Homework is part of all student evaluations. It is the student's responsibility to complete and turn in homework on time. If the student or parent has questions about homework, s/he should immediately contact the teacher who assigned it.

Generally, all homework assignments will be posted online, either on teacher/class web pages or on the school information system, CoolSIS, which will be accessible to the parents/guardians by using an authenticated password. The password will protect confidentiality and allow parents/guardians to access their children's academic records. CoolSIS is not intended to replace contacting parents for regular conferences to discuss student progress.

#### **Final Assessments/Exams:**

All academic classes will have cumulative final assessments/exams at the end of each semester. These final assessments may be in different forms such as test, essay, project, book report, etc. depending on individual teachers' discretion upon approval by the MPS

administration. All students are required to take these final assessments. Cumulative assessments are part of the college preparatory culture; these assessments will help students learn how to study more effectively, as well as improve their retention of the subject content.

#### **Make-up Procedures - Incomplete Grades:**

Every effort should be made for a student to make-up work as soon as possible when returning to school from an absence or series of absences. If a student fails to complete a significant number of performance and/or homework tasks due to absence or other extraordinary circumstances, a grade of Incomplete (I) may be assigned with administrative approval. If the necessary performance and/or homework tasks are not complete by the end of the following marking period, the report card grade will revert to the earned numeric grade. In the final marking period, an Incomplete (I) will revert to the earned numeric grade if not complete by a date agreed upon by the teacher and administrator.

#### **Course Withdrawals:**

Students may withdraw from a course without penalty of an F grade within 15 school days from the beginning of the course. After 15 days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

#### **Class Change:**

During the first 5 school days from the beginning of the course, students will attend the classes they are assigned and/or they signed up for; no changes will be allowed unless there is a scheduling error on the student's schedule. After the first 5 days, if necessary academic changes arise, students will have 10 school days to complete changes. After 15 days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

Scheduling errors will receive immediate attention by the Dean of Academics. The following are considered scheduling errors: missing a class period, double up of courses in the same period, missing a course needed for graduation, student has not met the prerequisite for a course, etc.

The School will not consider schedule changes for the following reasons: to be with friends, to change teachers, athletics, early/late arrival

adjustments, etc. Class change is at the discretion of the school administration.

**B. ELEMENTARY SCHOOL GRADING SYSTEM**

MPS will follow the standard scale below to assign percentages/proficiency level for semester work. Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Percentage	Proficiency Level
90% - 100%	Advanced
80% - 89%	Proficient
70% - 79%	Basic
60% - 69%	Below Basic
0% - 59%	Far Below Basic

**Elementary School Grade Promotion:**

The following is MPS' policy regarding the retention of pupils in grades K–5:

- Grades K–2: Any student who is not at benchmark based on (1) reading benchmark assessments or (2) math benchmark assessments or (3) report card grades;
- Grades 3–5: Students who fail to achieve the minimal level of proficiency (BASIC) in accordance with SBE Section 60648 on MAP tests and/or Smarter Balanced tests in Mathematics or ELA/Literacy;
- Grades K-5: Any student who is more than one year behind grade level in mathematics or reading and language arts as determined by the MAP assessments.
- Kindergarten students will be retained only if the teacher and parent are in agreement that retention is the best intervention to ensure student success.

An identified student who is performing below the minimum standard for promotion shall be recommended by the student's teacher for retention in the current grade unless the

student's teacher determines in writing that retention is not the appropriate intervention for the student's academic deficiencies. The teacher's recommendation to promote is contingent upon a detailed plan to correct deficiencies. At MPS, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s) or guardian(s) by May 1st of each school year informing them that their child is at risk of retention.
- The teacher's evaluation shall be provided to and discussed with the student's parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent/guardian.
- The principal shall make a decision regarding the recommended retention. Upon the acceptance or rejection of the above stated reports by the principal, a letter shall be sent within five school days to formally inform the student's parent(s) or guardian(s) of the principal's decision regarding the retention.
- The parent(s) or guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MPS is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern, both in class and through intervention offerings.

**Report Cards:**

Student report cards create a succinct written record of student performance by compiling data from multiple assessments both formal and

informal. Report cards are one of several ways to keep parents informed about student performance and to ensure that data collection is regular and consistent. Report cards reflect student achievement toward state standards, and summarize narratives, anecdotal records, attendance data, and information about student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student grade report with explanations designed to help students and parents interpret their relationship to other assessments.

MPS will use a standards-based report card that is aligned with the California State Standards (CST). For each academic content area, students are scored on a 1–5 scale, which mirrors the CST scores. ELD also uses the 1–5 scale, but the scores mirror the CELDT scores. The guidelines for all content areas indicate the Proficient Level. Proficient is considered at grade level. To receive a Proficient (4), the expectation is that the student has mastered all the standards indicated in the guidelines for that marking term.

Students will receive a report card two times a year. At the end of each semester, teachers will arrange a conference to discuss the report card with every parent/guardian. End-of-the-year conferences are prioritized for parents/guardians of students not making progress, low-achieving students, and those being retained. Other parents/guardians are also encouraged to attend teacher conferences at the end of the year.

Ongoing communication between teachers, parents, and students is an essential component of MPS. In addition to progress reports, report cards, and assessment reports, newsletters are distributed monthly and grade-level meetings occur monthly. Parents can conference with teachers on an informal basis weekly or monthly, and on a formal basis three times per year, to discuss students' progress reports and proficiency levels. Back to School Nights and Open House also take place each year.

### C. MIDDLE & HIGH SCHOOL GRADING SYSTEMS

#### Grading scale:

MPS will follow the standard scale below to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses, 4.5 (Honors weighted) scale for Honors

courses, and a 5.0 (AP weighted) scale for AP and approved college courses.

Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Courses at MPS have passing grades that are outlined in the below grading scale, with a minimum passing score of 70%.

Numerical Grade	Letter-Grade Equivalent	Grade-Point Eqv.	Grade-Point Eqv.	Grade-Point Eqv.
		Unweighted	Honors Weighted	AP Weighted
<a href="#">98 – 100</a>	<a href="#">A+</a>	<a href="#">4.0</a>	<a href="#">4.5</a>	<a href="#">5.0</a>
<a href="#">93 – 97</a>	<a href="#">A</a>	<a href="#">4.0</a>	<a href="#">4.5</a>	<a href="#">5.0</a>
<a href="#">90 – 92</a>	<a href="#">A-</a>	<a href="#">3.7</a>	<a href="#">4.2</a>	<a href="#">4.7</a>
<a href="#">87 – 89</a>	<a href="#">B+</a>	<a href="#">3.3</a>	<a href="#">3.8</a>	<a href="#">4.3</a>
<a href="#">83 – 86</a>	<a href="#">B</a>	<a href="#">3.0</a>	<a href="#">3.5</a>	<a href="#">4.0</a>
<a href="#">80 – 82</a>	<a href="#">B-</a>	<a href="#">2.7</a>	<a href="#">3.2</a>	<a href="#">3.7</a>
<a href="#">75 – 79</a>	<a href="#">C+</a>	<a href="#">2.3</a>	<a href="#">2.8</a>	<a href="#">3.3</a>
<a href="#">70 – 74</a>	<a href="#">C</a>	<a href="#">2.0</a>	<a href="#">2.5</a>	<a href="#">3.0</a>
<a href="#">Below 70</a>	<a href="#">F</a>	<a href="#">0.0</a>	<a href="#">0.0</a>	<a href="#">0.0</a>

#### Assignment grades:

Teachers will create reasonable number of assignments for each subcategory in their grading system and assign a weight to each assignment. The weight of an assignment depends on its importance relative to the other assignments in the same subcategory. Students will receive numerical grades for each graded assignment and the student's final semester grade will be a weighted average of the assignment grades, scaled to a maximum of 100 points. CoolSIS will automatically convert student's final numerical grade to a final letter grade according to the scale in the above table.

Minimum passing score for each course at Courses at MPS have passing grades that are

Numerical Grade	Letter-Grade Equivalent	Grade-Point Eqv. Unweighted	Grade-Point Eqv. Honors Weighted	Grade-Point Eqv. AP Weighted
98-100	A+	4.0	4.5	5.0
93-97	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
75-79	C+	2.3	2.8	3.3
70-74	C	2.0	2.5	3.0
Below 70	F	0.0	0.0	0.0

[MPS promotes use of numerical grades for grading accuracy and our teachers typically use numerical grades when grading student assignments. In the case that a letter grade or a check grade system is used for an individual assignment, CoolSIS will convert those grades to numerical grades according to the following conversion table.](#)

Letter Grade	Converted to Numerical Grade	Check Grade	Converted to Numerical Grade
A+	100	✓+	100
A	97	✓	85
A-	92	✓-	70
B+	89	✗	50
B	86		
B-	82		
C+	79		
C	74		
F	50		

No

be a



**“D” Policy:**

There will not be a “D” grade option in the grading scale. The primary concern of MPS is the educational success of our students. This policy will allow for MPS to maintain a high standard throughout its program and ensure that MPS students remain competitive, especially in the area of college and scholarship applications.

**[For High School Only]:** The “No D Policy” applies to all students in grades 9-12 effective of 2012-13 school year. Students who have earned credits at MPS with a “D” grade prior to 2012-13 school year will keep their credits and do not have to make up credits for any previously passed course at MPS. Also courses transferred from another accredited school will appear on student’s transcript as they are and “D” will be accepted as a passing grade for all transferred courses. Therefore, the “No D Policy” does not negatively impact graduation.

**Determining Final Grades:**

**Middle School:** In grades 6 through 8, for year-long courses, the numerical grades of two semesters will be averaged to determine an end-of-the-year grade. The average numerical grade will then be converted to a letter-grade and grade-point equivalent for GPA calculations.

To earn course credit, the end-of-the-year grade for the class must be at least a “C” (=2.0) or the second semester grade should be at least a “B-” (2.7).

**High School:** In high school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a “C” (=2.0) to earn credit for the course. MPS high school grade promotion policy is based on each semester grade and not on yearly average of two semester grades.

**Middle School Grade Promotion:**

**Criteria:** To be promoted to the next grade, a middle school student must have a 2.0 grade point average (GPA) and passing end-of-the-year grades in all core courses before the start of the next school year.

*Courses at MPS have passing grades that are outlined in the below grading scale, with a minimum passing score of 70%.*

**Core Courses:** Core courses are Math, Science, English Language Arts, and History/Social Science.

**Grade Retention:** Students who fail three or more core courses at the end of the year will repeat the grade and not be eligible for the MPS Intensive Home Study Summer packet program.

**Summer School:** Students who fail one or two core courses at the end of the year can attend summer school at a public school or, if available, can participate in the MPS-Intensive Home Study Program (MPS-IHSP) to make up failed core courses during summer. Students who attend-perform successfully at MPS-IHSP will receive a maximum-passing grade of "C" as their final grade on their transcript for that course. Student transcripts will be updated to include summer grades and GPA will be recalculated. If during the summer, a student earns a passing grade for the failed core courses and have a recalculated GPA of at least a 2.0, he or she may be promoted to the next grade.

**Participation in Promotion Activities/ Ceremony:** In order for students to participate in any promotion activities they must fulfill all the promotion requirements and not be on suspension, or recommended for expulsion at the time of the Promotion Ceremony.

#### High School Grade Promotion:

**Criteria:** To be promoted to the next grade, a high school student must have a 2.0 grade point average (GPA) and the minimum required credits described below before the start of the next school year.

Student transcripts will be updated to include summer grades and GPA will be recalculated. If students have the minimum required credits and at least a 2.0 recalculated GPA, they will be promoted to the next grade.

**Core Courses:** Core courses are Math, Science, English, and History/Social Science.

#### Minimum required credits:

**To be enrolled in grade 10,** a student must have a minimum of 50 credits, including at least 20 credits in core courses.

**To be enrolled in grade 11,** a student must have a minimum of 100 credits, including at least 50 credits in core courses.

**To be enrolled in grade 12,** a student must have a minimum of 150 credits, including at least 90 credits in core courses.

A student's grade level placement remains the same for an entire school year.

#### Participation in Senior Activities/ Graduation Ceremony:

In order for students to participate in any senior activities they must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of their senior year. In addition, students have to fulfill all the graduation requirements and not be on suspension, or recommended for expulsion at the time of the Graduation Ceremony.

#### Honor Roll/High Honor Roll:

At the end of each semester MPS publishes the honor rolls for students.

Honors and High Honors are awarded to all students with a semester GPA of 3.00-3.49 (Honors) and 3.50+ (High Honors). Students must pass all classes to make the semester honor rolls.

#### Grade requirement for school team participation:

All students are required to maintain a "C" or better in all classes to play/participate on a school team.

#### [For High School Only] Cumulative GPA:

A cumulative GPA is calculated for all high school level courses based on the number of credits received and their grade point equivalencies. Cumulative GPAs are used to determine class rank and graduation honors, eligibility for National Honor Society, by colleges as part of the admission criteria, by many scholarship and grant providers, and occasionally, by employers. This information is reported to parents on the student's high school transcript. The high school transcript is a record of all final course grades received for high school courses.

#### D. HIGH SCHOOL GRADUATION REQUIREMENTS

MPS believes that students need to have physical and mental experience in high school, which includes academic, life skills, and applied experiences. MPS meets and exceeds the admission requirements of all four-year universities including University of California.

Students must meet the following requirements to graduate from MPS:

**Credit Requirement:** Currently, every student must earn a total of 210 semester credits in grades 9 through 12 in order to receive a high school diploma. (See section "High School Credit Earned in Middle School" for middle school courses identified for high school credit.) Each high school course at MPS is semester based and worth 5 credits. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

**Specific Course Requirements:** The following table lists courses required in order to graduate from MPS.

**Diploma Types:** MPS offers three different high school diploma types: **Standard (S), Advanced (A), and Honors (H)**. Each diploma has minimum requirements that meet and exceed the state graduation requirements and the "a-g" subject requirements of California's four-year public universities. Students are always welcome, and often encouraged, to exceed these minimum requirements. (The advanced and honors diploma types will apply to the class of 2017 – students who are entering the 9th grade during the 2013-14 school year.)



**Grade requirement for school team participation:**

All students are required to maintain a "C" or better in all classes to play/participate on a school team.

**[For High School Only: Cumulative GPA:**

A cumulative GPA is calculated for all high school level courses based on the number of credits received and their grade point equivalencies. Cumulative GPAs are used to determine class rank and graduation honors; eligibility for National Honor Society, by colleges as part of the admission criteria, by many scholarship and grant providers, and occasionally, by employers. This information is reported to parents on the student's high school transcript. The high school transcript is a record of all final course grades received for high school courses.

**California High School Exit Exam (CAHSEE):**

Students will be required to pass the CAHSEE in order to receive a MPS Diploma. Letter of completion will be given to students who do not pass the CAHSEE.

**Math Requirement:** MPS math 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 these credits can be earned in middle school. (See section "High School Credit Earned in Middle School" for middle school courses identified for high school credit.)

**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 Algebra-I in seventh grade, Geometry in eighth grade, and 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

<u>MPS Graduation Requirements</u>				
<u>Subject Area</u>	<u>Requirements</u>	<u>Diploma Types</u>		
		<u>S</u>	<u>A</u>	<u>H</u>
(a) History / Social Science	Three years, including World History, U.S. History, American Government/Economics	30	30	30
(b) English	Four years of approved courses	40	40	40
(c) Mathematics	Three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry. Integrated math courses fulfill this requirement. <i>(Four years recommended)</i>	30	40	40
(d) Science	Two years with lab required; lab chosen from Biology, Chemistry, and Physics <i>(Three years recommended)</i>	20	30	40
(e) Language Other Than English	Two years in same language required. <i>(Three years recommended)</i>	20	20	30
(f) Visual & Performing Arts	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art	10	10	10
(g) Electives*	Additional courses in Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts, Computers & Technology <i>(20-30 credits of electives required depending on diploma type)</i>	30	30	20
Physical Education	Two years	20	20	20
Computers & Technology	One year	10	10	10
<b>Total Required Credits</b>		<b>210</b>	<b>230</b>	<b>240</b>
AP* Course /College Credit Requirements	AP or college courses can be taken to meet minimum course requirements or as elective. This is not required for a standard diploma.	N/A	20	30
Other Requirements	CAHSEE	√	√	√
	Minimum Cumulative GPA	2.00	3.25	3.50
	Reg. Service Learning Hrs.	N/A	40	40

and advanced algebra and two-and-three dimensional geometry before graduation. Integrated math courses fulfill this requirement.

**Service Learning:** Completing 40 hours of community service before graduation is no longer a high school graduation requirement for a standard diploma beginning with the class of 2013. However, MPS encourages students to engage in community service to develop and demonstrate crucial life skills. This will help students gain “real life” experience and develop responsibility, caring and respect for the community. Therefore, students will be required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

**Cumulative GPA:** MPS requires a minimum of 2.00 cumulative GPA for graduation, 3.25 for an advanced diploma, and 3.50 for an honors diploma.

**High School Credit Earned in Middle School:** Students who take high school courses in middle school have the option to have these courses counted toward graduation. These courses must have the same expectations, curriculum and final exams as the equivalent courses taught in high school. Also, the students must have passed these courses and the final exams of these courses, and performed at or above Proficient on the end-of-course state standardized test, if applicable. Students who choose to have their middle school courses counted toward graduation need to consult with the school administration since these courses need to be reflected on the student’s high school transcript. Grades from such courses will not be included in cumulative GPA calculations.

The following middle school courses have been identified for high school credit: Mathematics (Algebra I, Geometry, Integrated Mathematics 1, and any high school level mathematics course), Computers & Technology (approved high-school level courses), and Language Other Than English (LOTE). For middle school LOTE course(s), one year of high school credit will be given for each different language if students demonstrate proficiency by passing the courses and the final exams of these courses (or a LOTE proficiency test provided by the School). Magnolia Public Schools Home Office (“Home Office”) has the final authority to decide which middle school courses will be counted toward graduation.}

**HIGH SCHOOL GRADUATION REQUIREMENTS**

MPS believes that students need to have physical and mental experience in high school, which includes academic, life skills, and applied experiences. MPS meets and exceeds the admission requirements of all four-year universities including University of California.

Students must meet the following requirements to graduate from MPS:

**Credit Requirement:** Currently, every student must earn a total of 210 semester credits in grades 9 through 12 in order to receive a high school diploma. (See section "High School Credit Earned in Middle School" for middle school courses identified for high school credit.) Each high school course at MPS is semester based and worth 5 credits. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

**Diploma Types:** MPS offers three different high school diploma types: **Standard (S), Advanced (A), and Honors (H)**. Each diploma has minimum requirements that meet and exceed the state graduation requirements and the "a-g" subject requirements of California's four-year public universities. Students are always welcome, and often encouraged, to exceed these minimum requirements. (The advanced and honors diploma types will apply to the class of 2017 students who are entering the 9th grade during the 2013-14 school year.)

**Specific Course Requirements:** The following table lists courses required in order to graduate from MPS.

**California High School Exit Exam (CAHSEE):** Students will be required to pass the CAHSEE in order to receive a MPS Diploma. Letter of completion will be given to students who do not pass the CAHSEE.

**Math Requirement:** MPS math 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 these credits can be earned in middle school. (See section "High School Credit Earned in Middle School" for middle school courses identified for high school credit.)

MPS Graduation Requirements				
Subject Area	Requirements	Diploma Types		
		S	A	H
(a) History/ Social Science	Three years, including World History, U.S. History, American Government/Economics	30	30	30
(b) English	Four years of approved courses	40	40	40
(c) Mathematics	Three years, including Algebra I, Geometry, and Intermediate Algebra (Algebra II) (Four years recommended)	30	40	40
(d) Science	Two years with lab required; lab chosen from Biology, Chemistry, and Physics (Three years recommended)	20	30	40
(e) Language Other Than English	Two years in same language required. (Three years recommended)	20	20	30
(f) Visual & Performing Arts	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art	10	10	10
(g) Electives*	Additional courses in Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts, Computers & Technology (20-30 credits of electives required depending on diploma type)	30	30	20
Physical Education	Two years	20	20	20
Computers & Technology	One year	10	10	10
<b>Total Required Credits</b>		<b>210</b>	<b>230</b>	<b>240</b>
AP <sup>2</sup> Course/College Credit Requirements	AP or college courses can be taken to meet minimum course requirements or as elective.	N/A	20	30
Other Requirements	CAHSEE	↕	↕	↕
	Minimum Cumulative GPA	2.00	3.25	3.50
	Req. Service Learning Hrs.	N/A	40	40

~~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 Algebra I in seventh grade, Geometry in eighth grade, and 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 Algebra I, Geometry, and Intermediate Algebra (Algebra II) before graduation.

~~Service Learning:~~ Completing 40 hours of community service before graduation is no longer a high school graduation requirement for a standard diploma beginning with the class of 2013. However, MPS encourages students to engage in community service to develop and demonstrate crucial life skills. This will help students gain "real life" experience and develop responsibility, caring and respect for the community. Therefore, students will be required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

~~Cumulative GPA:~~ MPS requires a minimum of 2.00 cumulative GPA for graduation, 3.25 for an advanced diploma, and 3.50 for an honors diploma.

~~High School Credit Earned in Middle School:~~ Students who take high school courses in middle school have the option to have these courses counted toward graduation. These courses must have the same expectations, curriculum and final exams as the equivalent courses taught in high school. Also, the students must have passed these courses and the final exams of these courses, and performed at or above Proficient on the end-of-course state standardized test, if applicable. Students who choose to have their middle school courses counted toward graduation need to consult with the school administration since these courses need to be reflected on the student's high school transcript. Grades from such courses will not be included in cumulative GPA calculations.

The following middle school courses have been identified for high school credit: Mathematics

(Algebra I, Geometry, and any high school level mathematics course), Computers & Technology (approved high school level courses), and Language Other Than English (LOTE). For middle school LOTE course(s), one year of high school credit will be given for each different language if students demonstrate proficiency by passing the courses and the final exams of these courses (or a LOTE proficiency test provided by the School). Magnolia Public Schools Central Office (MPSCO) has the final authority to decide which middle school courses will be counted toward graduation.

**Credit Acceptance:** Students transferring to MPS from another accredited school, private or public, a home school, or an alternative school, will receive credit toward graduation for courses successfully completed in the sending school. These courses will appear on student's transcript as they are transferred and will be included in cumulative GPA calculations. Upon review and approval by the school administration, students transferring to MPS from a non-accredited school may receive credit toward graduation within the following guidelines: Documentation must be provided to MPS by the sending school as to the course of study the student followed, materials used, course description, total number of contact hours per course, grading criteria, teacher name and qualifications, student work or projects, and scores of any standardized tests the student has taken. Grades from such courses will not be included in cumulative GPA calculations.

Normally, students may not retake courses that they have already passed and for which they have earned credit. Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail (F) or Incomplete (I). However, the school administration reserves the right to final decision in case of any extenuating circumstances. Extenuating circumstances may include foreign transcripts, transcripts from non-accredited schools, college courses, ESL/ELD courses, and other approved courses on a case-by-case basis. Please consult with the school administration. If the school administration allows repeat of a course for extenuating circumstances, MPS will use the new grade when calculating the student's GPA. However, the repeated grade will not be used in calculating the "a-g" GPA for UCs if a student repeats a course used to satisfy the "a-g"

requirement in which the student originally earned a grade of C or higher.

**Credit Recovery:** A high school student who fails a course at MPS is expected to take full responsibility for their personal credit recovery process. Following are some recovery options:

**Summer School:** Students can take a summer school course at any public school to recover missing credits. MPS may offer summer school depending on student needs and availability of teachers and resources.

**Online Courses:** Students who are credit deficient may enroll in accredited online courses to recover missing credits. Some examples to accredited online course providers are: APEX Learning, FuelEd, BYU, etc. College advisor's approval is necessary in order for the grade of an online course to be included in cumulative GPA calculations.

**College Dual Enrollment:** Students may enroll in a post-secondary course creditable toward high school completion. College advisor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations.

**Advanced Placement (AP) Courses:** MPS will offer Advanced Placement (AP) classes depending on student needs/demands and availability of teachers and resources. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their freshman year. Students have to pass the corresponding AP test in order to get college credit.

**Dual Enrollment:** Dual enrollment is a program that allows eligible high school students to enroll in a college course. Dual enrollment eliminates duplication of coursework between high school and college and allows students to earn their college degree in less time, save money, and experience the college environment. Junior and senior high school students who have demonstrated academic, personal and social maturity are welcome to apply. Students should visit their high school college advisor prior to the beginning of the semester to seek permission for enrolling and complete a dual enrollment registration / parent consent form.

If a student wishes to receive high school credit for a college class, a 3.0 unit or more one-semester college class will earn one semester of high school credit (5.0 credits). To determine

how a college course fulfills a high school requirement see your high school college advisor. College advisor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations. Academic college courses that meet the University of California "a-g" requirements will be given a weighted grade point on the high school transcript and included in cumulative GPA calculations.

All students in grades 11 and 12 are required to be enrolled in at least five courses at MPS each semester. This includes students who are enrolled part time in classes of the CSU, UC or a community college and for which academic credit will be provided upon satisfactory completion of enrolled courses.

#### **Counseling programs:**

MPS offers a comprehensive counseling and guidance program addressing personal/social, career, and academic needs for all grades. Students may sign up to see the counselor at any time to discuss personal or academic concerns. Social skills, career, and college planning lessons will be provided by the counselor at various times throughout the school year depending on grade level, need etc. The counseling office provides the following resources:

- Academic advising
- College planning resources
- Scholarship information
- SAT/ACT/CAHSEE test dates and materials
- Career planning resources
- Conflict resolution
- Family resources
- Counseling resources

Students who wish to see the counselor can make an appointment. Parents are always welcome to make an appointment to see the counselor. All information discussed is confidential except when it involves your safety or the safety of someone else.

MPS adheres to the National Counseling Standards. The standards are as follows:

#### **Academic Development**

*Standard A:* Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

*Standard B:* Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

*Standard C:* Students will understand the relationship of academics to the world of work and home and community life.

### **Career Development**

*Standard A:* Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

*Standard B:* Students will employ strategies to achieve future career success and satisfaction.

*Standard C:* Students will understand the relationship between personal qualities, education and training, and the world of work.

### **Personal/Social Development**

*Standard A:* Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

*Standard B:* Students will make decisions, set goals, and take necessary action to achieve goals.

*Standard C:* Students will understand safety and survival skills.

### **PSAT/NMSQT Tests & Applications:**

MPS is dedicated to providing a comprehensive college preparatory program that facilitates students' ambitions to pursue higher education at the nation's top universities and colleges. As part of this process, grades 9 through 11 are required to take the PSAT/NMSQT test in Fall.

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT Reasoning Test.™ It also gives the students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills;
- math problem-solving skills; and
- writing skills.

The most common reason for taking the PSAT/NMSQT is for the students to receive feedback on their strengths and weaknesses on skills necessary for college study. Students can then focus their preparation on those areas that

could most benefit from additional study or practice.

~~College Board (test maker) charges a fee for the PSAT/NMSQT test and is \$14. Each student is responsible for paying this fee, which is charged by the College Board (test maker).~~ Economically disadvantaged families may qualify for a fee waiver. Parents should contact MPS administration to request a fee waiver. Each case will be evaluated on an individual basis.

## **E. ATTENDANCE**

Attendance is extremely important for student success. Our research indicates a significant positive correlation between student attendance and achievement. Members of MPS's professional staff will encourage and support student attendance. However, parents and legal guardians have the primary responsibility.

Every student is required to be in school, in each class, on time, and in their seat before the bell rings. It is required by law that every parent or guardian of any minor between the ages of 6 and 18 make sure that the minor child attends school.

A parent must inform the main office via phone of their child's absence the morning of the absence and/or send a note the day the student returns to school. If the student returns to school without a note and no phone call was received, s/he will be marked TRUANT. The student will have **two days** to bring in a note to change this to an excused absence.

***Teachers have the right to fail a student with excessive absences. When a student misses 10 full days (unexcused), he or she may not be allowed to participate in any extracurricular activities or the promotion/graduation ceremony for***

**graduates. Special circumstances with documented explanations should be reviewed with the administration. Parent/Guardian notes can only be accepted for up to nineteen (19) days. If a student misses twenty (20) days or more without an acceptable note from a doctor or official authority they may fail the course and/or grade.**

#### **Absences:**

MPS recognizes two kinds of absences and tardiness: excused and unexcused. Please read through the definitions of each carefully. In the event of an excused absence, students maintain responsibility for homework, quizzes, and tests. In addition, there are consequences for unexcused absences.

#### **1. Excused absences:**

Parent or guardians must explain each absence in writing and sign it and/or call the office. An excuse for absence from school may be approved for one (1) or more of the following reasons or conditions:

#### **Personal illness:**

Parent or guardian must call the school each morning the student stays home due to illness. Upon returning to school the student must bring a note from a parent or guardian to the main office.

#### **Illness in the Family or Death of a Relative:**

In the case of illness in the family or death of a relative, the parent or guardian should call the office to explain the situation and the estimated time of absence. Upon returning to school, the student must bring an explanatory note from the parent or guardian. It is the parent and student's responsibility to inform the teachers of the estimated time of absence.

#### **Observance of Religious Holidays:**

Any student observing a religious holiday consistent with his/her creed or belief shall be excused from classes. The student must bring a note from their parent/guardian the day they return to school or we must receive a phone call from their parent/guardian on the day(s) of the absence.

#### **Professional Appointments:**

We encourage parents to schedule medical, dental, legal, and other necessary appointments outside school hours whenever possible. If this is not possible, students must bring a note

stating the time they are to be excused from school. In addition, parents must come to the office to pick up the student. They must sign the student out of school at that time.

Other excused absences include justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, attendance at religious retreats, attendance at an employment conference, on Take Our Daughters and Sons to Work Day, or all other reasons covered by the Education Code § 48205. Other reasons will be considered that are requested in writing, consistent with this handbook and approved by the school. If the excuse is not one of the valid excuses listed in the CA Ed Code or in this handbook, the school administrators are authorized to excuse school absences due to the pupil's circumstances.

#### **2. Unexcused Absences:**

Students will be marked unexcused if they:

- do not bring a written note within two school days, following an absence,
- leave school without signing out at the school office,
- are absent from class without permission, including walking out of class,
- are absent from school without parental permission,
- get a pass to go to a certain place but do not report there, and/or
- are absent for reasons **not acceptable** to the administration including but not limited to:
  - Not waking up on time
  - Transportation problems (missing the bus, traffic, car trouble, etc.)
  - Inclement weather
  - ~~Running On vacation or out of town~~
  - ~~Traffic~~
  - ~~Car trouble~~
  - ~~Did not wake up on time~~
  - Errands for family
  - ~~Miss the bus~~
  - Work
  - Babysitting
  - Hair appointment
  - Needed at home
  - Vacations or trips

#### **Make up Work for Excused Absences:**

An absence from school, even for several days, does not excuse students from responsibilities in the classroom. On the day of return, it is the students' responsibility to find out what work is required and when the work needs to be

completed. Students will be given the same number of days they were absent to make up missed work. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher or as outlined in the teacher's syllabus. It is the students' responsibility to take the test at that time. If the student fails to do this, the teacher is not obligated to set another time for make-up. Please check teacher's syllabus and make sure for their individual policy.

#### **Make up Work for Unexcused Absences:**

If a student has an unexcused absence, any or all of the following may occur:

- Students may not be permitted to make up work following an unexcused absence.
- Teachers are not obligated to allow students to make up quizzes or tests.
- Students may receive an "F" or "zero" grade for the day in each class missed.

#### **Emergency Leave:**

Emergencies and other personal necessity absences:

While parents/guardians are discouraged from taking their child(ren) on extended vacations or leaves of absence outside the designated instructional days, there are circumstances in which a school principal may authorize or approve such time off. Such approval must take place prior to the absences.

#### **Early Dismissal of Students from School:**

- Early dismissal from school is an important issue. Because MPS is very concerned about students' safety and well-being, the following precautions will be taken to ensure students' safety.
- A student may be released before the end of a school day, only upon request of a parent or guardian or for emergency reasons.
- A student may be released only to a parent or guardian of record or to a properly identified person, authorized in writing by the parent or guardian to act on his/her behalf.
- A student may be released "on his/her own" only with verified parental permission.

No staff member shall permit or cause a student to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal and parent or guardian.

#### **Truancy:**

~~MPS shall consider any student truant if s/he is inexcusably absent from his/her assigned location without the knowledge of the parent or the school.~~

~~As stated in the California Education Code Section 48260.5, truancy is against the law. The education code also requires students to attend school until 18 years of age, or the completion of high school.~~

#### **Consequences for Truancy:**

- ~~Consequence: up to one day suspension at administration's discretion and completion of community service hours~~
- ~~Students who are more than 30 minutes late without a valid excuse three or more times are considered truant.~~
- ~~Students who regularly arrive late to school may be excluded from extracurricular activities, including proms, athletics and graduation ceremonies.~~
- ~~Every student that has three days of unexcused absence will be mailed a Truancy Letter.~~

~~When the student reaches the third Truancy Letter he/she will have a total of nine unexcused absences.~~

#### **Tardiness:**

A student is marked tardy when the student is not in class, or designated place as defined by the school, when the tardy bell rings signaling the time class is to begin.

Tardies are marked as excused, unexcused or truant.

The time that a tardy student arrived is to be documented in every instance. MPS requires that parents/guardians write a note of explanation when they have knowledge of their student's tardiness.

Three tardies in excess of 30 minutes constitute truancy and can be counted in combination with whole-day truancy to establish truant and habitual truant status.

Uncleared tardies shall be resolved in the same manner as uncleared absences.

After 20 tardies student will not be allowed to walk on stage for promotion/graduation.

~~A student who arrives 15 minutes after the period has started will remain in the assigned supervised location until the end of the period.~~



**1. Excused Tardiness:**

Students must have their parents or guardian write an explanatory note if they arrive late to the school. The student must report to the office when she or she arrives. If the student fails to do this, s/he will receive an unexcused tardy.

**2. Unexcused Tardiness:**

Tardiness to school and to class (whether the result of oversleeping, missing the bus, car problems, babysitting, athletic workouts, socializing or lingering in the halls) is unacceptable.

If a student arrives at school late but without a note, s/he will get a "late slip" for admittance to class. The student will have two days to bring in a note to change this to an excused tardy.

**Consequences for Tardiness:**

Habitual tardiness (defined as three unexcused tardies) for any class period will result in disciplinary action ranging from ~~detention~~ reflection to suspension including loss of privileges. Students who regularly arrive late to class may be excluded from extracurricular activities, including proms, athletics and graduation ceremonies.

**Truancy:**

As stated in the California Education Code Section 48260 (a), any student who is absent from school and/or tardy in excess of 30 minutes on 3 occasions in one school year without valid excuse or any combination thereof, is considered to be truant.

Any pupil is deemed a habitual truant who has been reported as a truant 3 or more times per school year and an appropriate district/school officer or employee has made a conscientious effort to hold at least one conference with the parent or guardian of the pupil and the pupil himself [Education Code 48262].

**Habitual Tardy (Truant Status):**

~~Truancy notifications shall be communicated to the parents/guardians of students.~~

- ~~Any unexcused tardy in excess of 30 minutes will be counted toward truancy.~~
- ~~Three tardies in excess of 30 minutes constitute truancy and can be counted in combination with whole day truancy to establish truant and habitual truant status.~~

**Classification of Initial Truancy:**

School staff shall classify and mail 1st Initial Truancy Notification as a formal notification that the student between the ages of 6-18 has accumulated three full days of unexcused absences or unexcused tardies of more than 30 minutes or any combination thereof in one school year and is being classified as truant (E.C. 48260).

**Truant Repeat:**

Any student who has once been reported as a truant as stated in Education Code, § 48260, and who is again absent from school without valid excuse one or more days or tardy on one or more days shall again be reported as a truant (Education Code, §48261). After providing parents/guardians the opportunity to respond to the Initial Truancy Letter, school staff shall mail a 2nd Truancy Notification and request a parent conference.

**Classification of Habitual Truancy:**

Upon the ~~fourth-fifth~~ unexcused absence or unexcused tardy of more than 30--minutes or any combination thereof, school staff shall mail 3<sup>rd</sup> Truancy as a formal notification requesting a parent conference.

~~School staff shall classify and mail 3rd Truancy Notification.~~ This letter notifies the parent/guardian that the student has been ~~re-~~classified as a habitual truant for being absent without a valid excuse five or more days, or tardy for more than any 30 minute period, during the school day without a valid excuse; ~~on five days or occasions (or any combination thereof).~~

An administrator or, designated staff shall hold at least one conference with a parent/guardian and the student prior to the student being reclassified as a Habitual Truant (E.C.48262). The notifications listed previously shall be mailed, prior to classifying a student as a Habitual Truant.

"All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school."

Education Code, § 48900 et seq-IMPORTANT NOTICE

Dear Parents/Guardians,

Your commitment to school attendance will

~~"All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq. Chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in~~

~~"All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school."~~

~~Education Code, § 48900 et seq. **IMPORTANT**~~

~~**NOTICE**~~

~~Dear Parents/Guardians,~~

~~Your commitment to school attendance will~~

is a guideline of what expected from an MPS student:

#### **Breakfast/Lunch Time:**

Students must:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.
- Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

## **II. DISCIPLINE POLICIES**

### **Magnolia Public Schools Student Code of Conduct:**

MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

#### **Uniform and Personal Appearance:**

The uniform policy at MPS helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are required to arrive in uniform every day except for "free dress days". Students will not be allowed to enter the school if they are not wearing the proper uniform.

All MPS students are required to wear the school uniform at all times including during the after school tutoring/activities. Refer to Student Uniform Policy on later pages.

#### **A. EXPECTED STUDENT BEHAVIOR**

Students should always remember that their behavior and actions at school and at school-sponsored activities are a reflection not only of themselves, but also of the school. The following

#### **On Campus:**

Students must:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones **only** in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that **no electronic devices** such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

**Assemblies:**

Students must:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

**Field Trips:**

Students must:

- Be on their best behavior.
- Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear MPS uniform unless authorized by administration.

**Public areas: Hallways, Lunchroom & Restrooms:**

Hallways, Lunchroom and Restrooms are areas used by all members of School. Students must:

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.

- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

**Emergency Drills:**

Fire drills, lockdowns, and evacuation drills are conducted periodically for everyone’s protection and are required by law. During these drills it is imperative that students remain silent, follow instructions given by the staff, and carry out all directions in an orderly fashion.

**Classroom:**

Students must:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

**Classroom Procedures and Consequences:**

Please check the teacher’s syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. ~~Detention~~ Reflection / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

**B. COOLSIS BEHAVIOR POINTS**

*[For Middle & High School Only]* Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

**Positive Rewards:**

- +5 Contact parent/guardian
- +10 Lunch speed pass
- +15 Treat
- +20 One day free dress (pass will be given)
- +25 Extended lunch period

+30	Two day free dress (pass will be given)
+35	VIP breakfast
+40	Entered in a raffle
+45	Free dress – every Friday for one month (pass will be given)
+50	VIP lunch and “Race to the top”
<b>Negative Consequences:</b>	
-5	Contact parent/guardian
-10	Loss of privileges
-15	Parent/guardian conference / Red slip*
-20	Behavior plan and lunch <a href="#">detention/ reflection</a>
-25	Shadowed by parent/guardian for a day and one hour after school <a href="#">detention/ reflection</a>
-30	Student improvement team
-35	Pending <a href="#">discipline-Reflection</a> <a href="#">Committee</a> outcome
-40	Pending <a href="#">discipline-Reflection</a> <a href="#">Committee</a> outcome
-45	Pending <a href="#">discipline-Reflection</a> <a href="#">Committee</a> outcome
-50	<a href="#">Discipline-Reflective</a> hearing with <a href="#">discipline-Reflection</a> <a href="#">Committee</a> , parent/guardian and student

\*Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip.

When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School [Discipline—Reflection Committee](#).

**C. UNACCEPTABLE TYPES OF BEHAVIOR AND CONSEQUENCES**

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, [detention/ reflection](#), to emergency

removal from a school activity, suspension, expulsion, and criminal prosecution.

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

The following tables delineate unacceptable types of behavior and possible consequences.

**BEHAVIORAL EXPECTATIONS**

<b>BE SAFE</b>	<b>BE RESPONSIBLE</b>	<b>BE RESPECTFUL</b>
<ul style="list-style-type: none"> <li>◆ <a href="#">Keep hands to yourself.</a></li> <li>◆ <a href="#">Ask for permission to use any equipment, resources or materials.</a></li> <li>◆ <a href="#">Use equipment appropriately and for its intended use.</a></li> <li>◆ <a href="#">Walk to and from class during transition periods.</a></li> <li>◆ <a href="#">Report unsafe behaviors (e.g., bullying)</a></li> <li>◆ <a href="#">Remain in assigned areas.</a></li> <li>◆ <a href="#">Solve problems peacefully.</a></li> <li>◆ <a href="#">If you are unsure of something, seek help from or ask an adult.</a></li> </ul>	<ul style="list-style-type: none"> <li>◆ <a href="#">Arrive to class on time and ready to work.</a></li> <li>◆ <a href="#">Be on task.</a></li> <li>◆ <a href="#">Be prepared each day with school materials.</a></li> <li>◆ <a href="#">Give full effort in all work.</a></li> <li>◆ <a href="#">Raise hand in class.</a></li> <li>◆ <a href="#">Be in proper uniform.</a></li> <li>◆ <a href="#">Follow classroom expectations.</a></li> <li>◆ <a href="#">Throw away waste in proper receptacle.</a></li> <li>◆ <a href="#">Keep campus clean.</a></li> <li>◆ <a href="#">Sit in assigned seat.</a></li> <li>◆ <a href="#">Respect school property and ask before borrowing other's property.</a></li> <li>◆ <a href="#">Use restroom during non-class time.</a></li> </ul>	<ul style="list-style-type: none"> <li>◆ <a href="#">Follow the teacher's directions and use positive language with peers.</a></li> <li>◆ <a href="#">Acknowledge one's mistakes and correct them.</a></li> <li>◆ <a href="#">Be kind to others.</a></li> <li>◆ <a href="#">Respect each other's differences.</a></li> <li>◆ <a href="#">Respect other's property and personal space.</a></li> <li>◆ <a href="#">Use a quiet, conversational voice.</a></li> <li>◆ <a href="#">Use polite language such as thank you, you're welcome, and I'm sorry.</a></li> <li>◆ <a href="#">If in disagreement, voice concerns respectfully and appropriately.</a></li> <li>◆ <a href="#">Cooperate with adults and peers.</a></li> </ul>

**Level 1 Infractions**

<ul style="list-style-type: none"> <li>▪ <a href="#">Invading personal space</a></li> <li>▪ <a href="#">Fighting and/or arranging altercations</a></li> <li>▪ <a href="#">Antagonizing others</a></li> <li>▪ <a href="#">Violation of school/class rules</a></li> <li>▪ <a href="#">Horseplaying</a></li> <li>▪ <a href="#">Violating off-limits/restricted area</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Habitually tardy and/or not being in assigned location</a></li> <li>▪ <a href="#">Disrupting the learning environment/Off task</a></li> <li>▪ <a href="#">Littering</a></li> <li>▪ <a href="#">Not having proper materials, supplies, and/or equipment for class participation</a></li> <li>▪ <a href="#">Inappropriate use of electronic devices</a></li> <li>▪ <a href="#">Dress code violation</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Inappropriate language/actions (hurtful, vulgar, gossip, etc.)</a></li> <li>▪ <a href="#">Violation of school/class rules</a></li> <li>▪ <a href="#">Passive participation in hurtful acts/words against others</a></li> <li>▪ <a href="#">Public display of affection (holding hands, kissing, hugging, etc.)</a></li> <li>▪ <a href="#">Disrupting learning environment</a></li> <li>▪ <a href="#">Refusing to cooperate and comply with school rules/personnel</a></li> </ul>
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**Possible Corrective Strategies**

<p>Multiple strategies may be used depending on individual student's needs. Corrective strategies may include, but are not limited to:</p> <p><u>First Infraction:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Re-teaching school behavior expectations</a></li> <li>• <a href="#">Having the student apologize and making amends with those affected</a></li> </ul> <p><u>Repeated Infractions:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Contact and/or confer with parent or legal guardian</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Implement a Home to School and School to Home Communication System (e.g., CoolSIS)</a></li> <li>• <a href="#">Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions</a></li> <li>• <a href="#">Use of Positive Behavioral Interventions &amp; Support (PBIS) services</a></li> <li>• <a href="#">Assigned reflection (lunch, after-school, Saturday, etc.)</a></li> <li>• <a href="#">Loss of privileges</a></li> <li>• <a href="#">Refer the student to the Reflection Committee</a></li> </ul>
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Level 1	Level 2	Level 3
<p>—</p>	<p>Frequent repeat of level 1 behavior</p>	<p>◆ Frequent repeat of level 1 or 2 behavior</p>
<ul style="list-style-type: none"> <li>○ Hurtful words (stupid/shut up)</li> <li>◆ Divisiveness (clique/gossip)</li> <li>Excessive talking at inappropriate time</li> <li>Isolated incident of inappropriate language</li> <li>Excessive inappropriate noises</li> <li>Excessive tattling</li> </ul>	<ul style="list-style-type: none"> <li>○ Disrespectful of adults</li> <li>○ Arguing with adults</li> <li>○ Crying and yelling</li> </ul>	<ul style="list-style-type: none"> <li>○ Vulgar language</li> <li>○ Ethnic, religious or hateful slurs</li> </ul>
<ul style="list-style-type: none"> <li>○ Impulsive touching</li> <li>○ Playful contact</li> <li>○ Irritating others</li> <li>○ Aggressive play in context of recess games</li> </ul>	<ul style="list-style-type: none"> <li>○ Pushing with intent</li> <li>○ Hitting</li> <li>○ Kicking</li> <li>○ Pinching</li> <li>○ Throwing objects randomly</li> <li>○ Spitting (random)</li> <li>○ Misuse of property</li> </ul>	<ul style="list-style-type: none"> <li>○ Violent outburst</li> <li>○ Fighting</li> <li>○ Throwing object with intent to injure</li> <li>○ Spitting at a person</li> <li>○ Biting</li> <li>○ Self-inflicting wound</li> </ul>
<ul style="list-style-type: none"> <li>○ Rolling eyes</li> <li>○ Situational refusal to follow directions</li> <li>○ Posturing with body in an act of defiance</li> </ul>	<ul style="list-style-type: none"> <li>○ Refusing to follow directions on a regular basis</li> <li>○ Passive-aggressive behavior</li> </ul>	<ul style="list-style-type: none"> <li>○ Refusing to leave/ enter a room, move to a different seat</li> <li>○ Walking/running out of the classroom or away from adult supervision</li> </ul>
<ul style="list-style-type: none"> <li>○ Poor manners</li> </ul>	<ul style="list-style-type: none"> <li>○ Giving the finger in isolated incident</li> </ul>	<ul style="list-style-type: none"> <li>○ Graffiti/vandalism</li> <li>○ Opening/touching own private</li> <li>○ Touching another student inappropriately</li> <li>○ Gestures involving any sexual behavior</li> </ul>
<ul style="list-style-type: none"> <li>○ Off task</li> <li>○ Shouting out in class</li> <li>○ Disruptive</li> <li>○ Out of seat</li> <li>○ Noise making</li> </ul>	<ul style="list-style-type: none"> <li>○ Outbursts</li> <li>○ Lack of personal boundaries</li> </ul>	<ul style="list-style-type: none"> <li>○ Violent outbursts/ tantrums</li> <li>○ Explosive behavior</li> <li>○ Running from designated area</li> </ul>
<ul style="list-style-type: none"> <li>○ Teasing</li> <li>○ Repeating 3<sup>rd</sup> party information</li> <li>○ Passive participation in hurtful acts/words against others</li> </ul>	<ul style="list-style-type: none"> <li>○ Bullying</li> <li>○ Hurtful acts/words against others</li> </ul>	<ul style="list-style-type: none"> <li>○ Sexual harassment</li> <li>○ Cyber bullying/harassment</li> </ul>

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**Level 2 Infractions**

<ul style="list-style-type: none"> <li>▪ <a href="#">Using/possessing tobacco and/or lighter</a></li> <li>▪ <a href="#">Violating traffic <b>and/or</b> safety regulations</a></li> <li>▪ <a href="#">Encouraging other students to violate school rules</a></li> <li>▪ <a href="#">Leaving school and/or school bus without permission</a></li> <li>▪ <a href="#">Fighting and/or arranging altercations</a></li> <li>▪ <a href="#">Using objects inappropriately (i.e., the use of an object to harm others or damage property)</a></li> <li>▪ <a href="#">Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting)</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Defacing and/or vandalism of school property</a></li> <li>▪ <a href="#">Plagiarism/academic dishonesty</a></li> <li>▪ <a href="#">Leaving school or classroom without permission (truancy)</a></li> <li>▪ <a href="#">Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.)</a></li> <li>▪ <a href="#">Stealing and/or possessing stolen property</a></li> <li>▪ <a href="#">Failure to attend to/complete assigned restorative action</a></li> <li>▪ <a href="#">Gambling</a></li> <li>▪ <a href="#">Habitual violations of school/class rules</a></li> <li>▪ <a href="#">Forgery of signatures</a></li> <li>▪ <a href="#">Extortion</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Sexual explicit behavior</a></li> <li>▪ <a href="#">Planning and/or arranging actions with malicious intent</a></li> <li>▪ <a href="#">Writing or drawing obscene /profane language/pictures</a></li> <li>▪ <a href="#">Harassment (i.e., physical, verbal, and sexual)</a></li> <li>▪ <a href="#">Bullying/cyberbullying</a></li> <li>▪ <a href="#">Violation of personal boundaries</a></li> <li>▪ <a href="#">Refusing to cooperate and comply with school rules/personnel</a></li> <li>▪ <a href="#">Disrupting learning environment</a></li> </ul>
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**Possible Corrective Strategies**

Steps:

- [Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference.](#)
- [School-level investigation and student conference](#)
- [School-level conference with student, parent/guardian, principal or designee and staff member\(s\) involved to determine and implement appropriate corrective strategies](#)
- [Complete behavior assessment need and behavior intervention plan](#)
- [If needed, refer to Response to Intervention \(RTI\) team.](#)

**Note:** Students may be suspended or expelled for the offenses listed in Section D: Suspension and Expulsion Procedures.

Corrective Strategies:

- [Contact and/or confer with parent/guardian](#)
- [Implement a home to school and school to home communication system \(e.g., CoolSIS\)](#)
- [Post, teach, and re-teach school behavior expectations](#)
- [Utilize Check-In/Check-Out](#)
- [Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions](#)
- [Intensive academic support](#)
- [Intensive social skills teaching](#)
- [Self-management program](#)
- [Firm, fair, and corrective discipline](#)
- [Use of Positive Behavioral Interventions & Support \(PBIS\) services](#)
- [Assigned reflection \(lunch, after-school, Saturday, etc.\)](#)
- [Loss of privilege](#)
- [Data-based decision making](#)
- [Refer the student to the Response to Intervention \(RTI\) team](#)



**Level 3 Infractions**

<ul style="list-style-type: none"> <li>▪ <u>Physically assaulting with serious bodily injury</u></li> <li>▪ <u>Conduct or habits injurious to others (peers/authority)</u></li> <li>▪ <u>Using/possessing controlled and/or dangerous substances and/or paraphernalia</u></li> <li>▪ <u>Bullying (harassing, intimidating, cyberbullying)</u></li> <li>▪ <u>Fighting and/or arranging altercations</u></li> <li>▪ <u>Possessing/shooting fireworks (i.e., smoke bombs, sink bombs, etc.)</u></li> <li>▪ <u>Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law</u></li> <li>▪ <u>Harassment (i.e., physical, verbal, and sexual)</u></li> <li>▪ <u>Arson, attempting to commit arson and/or possession of explosives</u></li> <li>▪ <u>Causing a false fire alarm</u></li> <li>▪ <u>Making a bomb/explosive threat</u></li> <li>▪ <u>Encouraging other students to violate school rules</u></li> <li>▪ <u>Student hazing</u></li> <li>▪ <u>Using gang and/or secret society symbols/acts</u></li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>Inappropriate use of electronic devices</u></li> <li>▪ <u>Public displays of sexually explicit behavior</u></li> <li>▪ <u>Defacing and/or vandalism of school property</u></li> <li>▪ <u>Gambling</u></li> <li>▪ <u>Habitual violations of school/class rules</u></li> <li>▪ <u>Forgery of signatures</u></li> <li>▪ <u>Stealing and/or possessing stolen property</u></li> <li>▪ <u>Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.)</u></li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>Sexual explicit behavior</u></li> <li>▪ <u>Lewd conduct</u></li> <li>▪ <u>Planning and/or arranging actions with malicious intent</u></li> <li>▪ <u>Bullying/cyberbullying</u></li> <li>▪ <u>Harassment (i.e., physical, verbal, and sexual)</u></li> <li>▪ <u>Writing or drawing obscene /profane language/pictures</u></li> </ul>
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**Possible Corrective Strategies**

<p><u>Steps:</u></p> <ul style="list-style-type: none"> <li>• <u>Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference.</u></li> <li>• <u>School-level investigation and student conference</u></li> <li>• <u>School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies</u></li> <li>• <u>Complete behavior assessment need and behavior intervention plan</u></li> <li>• <u>If needed, refer to Response to Intervention (RTI) team.</u></li> </ul> <p><b>Note:</b> <u>Students may be suspended or expelled for the offenses listed in Section D: Suspension and Expulsion Procedures.</u></p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> <li>• <u>Contact and/or confer with parent/guardian</u></li> <li>• <u>Implement a home to school and school to home communication system (e.g., CoolSIS)</u></li> <li>• <u>Post, teach, and re-teach school behavior expectations</u></li> <li>• <u>Utilize Check-In/Check-Out</u></li> <li>• <u>Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions</u></li> <li>• <u>Intensive academic support</u></li> <li>• <u>Intensive social skills teaching</u></li> <li>• <u>Self-management program</u></li> <li>• <u>Firm, fair, and corrective discipline</u></li> <li>• <u>Use of Positive Behavioral Interventions &amp; Support (PBIS) services</u></li> <li>• <u>Assigned reflection (lunch, after-school, Saturday, etc.)</u></li> <li>• <u>Loss of privileges</u></li> <li>• <u>Data-based decision making</u></li> <li>• <u>Refer the student to the Response to Intervention (RTI) team</u></li> </ul>
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**Infractions Explained:**

**Assaulting, Fighting and/or Arranging Fights**

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

**Consequences:**

~~1<sup>st</sup> Offense: Meeting with parent/guardian; up to three (3) day Suspension; possible Expulsion~~

~~2<sup>nd</sup> Offense: Meeting with parent/guardian; up to five (5) day Suspension; possible Expulsion~~

**Bringing / Using Electronic Devices**

CD ~~p~~ Players, IPOD, MP3 players, phones, PDA, PSP, ~~l~~aptops, ~~s~~mart watches, ~~e~~lectronic ~~g~~ames, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

**Consequences:**

~~1<sup>st</sup> Offense: Device is confiscated and must be retrieved by parent/guardian on the assigned day.~~

~~2<sup>nd</sup> Offense: Parent/Guardian contacted; detention; device is kept by administration until the assigned day.~~

**Scholastic Dishonesty**

Scholastic dishonesty includes (but is not limited to) plagiarism, cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures

for each of their classes.

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; Detention or up to one (1) day Suspension~~

~~2<sup>nd</sup> Offense: Meeting with Parent/Guardian; up to three (3) day Suspension~~

**Plagiarism**

**Consequences:**

~~1<sup>st</sup> Offense: It is recommended that teachers do not provide a letter of recommendation for the student; note in student file; one (1) day in school suspension; complete a report on plagiarism; contact parent/guardian; teacher may deduct up to 20% of final grade~~

~~2<sup>nd</sup> Offense: Teachers are strongly encouraged to not provide a letter of recommendation for the student; note in student file; three (3) day in school suspension; complete a report on academic dishonesty; parent conference; teacher may deduct up to an additional 25% (cumulative 45%) of final grade~~

**Texting/Sexting**

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; device confiscated and returned to parent; Detention or up to one (1) day Suspension~~

~~2<sup>nd</sup> Offense: Parent/Guardian contacted; device confiscated and kept until the student's last day of school; Detention or up to three (3) day Suspension~~

**Accessing Inappropriate Websites**

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; Detention and loss of privilege of using school computers for the remainder of the week; up to three (3) day suspension.~~

~~2<sup>nd</sup> Offense: Meeting with parent/guardian; up to five (5) day suspension; referral for possible Expulsion~~

**Tampering with Hardware or Software**

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; the student will repair, undo, reset, and delete tampering under supervision; the student may have to pay for computer technicians to undo tampering; up to a three (3) day Suspension.~~

~~2<sup>nd</sup> Offense: Meeting with parent/guardian; the student will repair, undo, reset, and delete tampering under supervision; the student may have to pay for computer technicians to undo tampering; up to a five (5) day Suspension.~~

**Disrupting Learning**

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.

**Consequences:**

~~Continuous classroom disruptions will result in parent conference, Detention, Suspension, and/or Expulsion.~~

**Horseplay**

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps.

**Consequences:**

~~Horseplay will result in a parent conference, detention, suspension, or loss of privileges.~~

**Violating Uniform Policy**

A student's dress and appearance shall conform to the specific uniform and appearance limitations described in this handbook.

~~Failure to abide by the uniform and appearance restrictions detailed in this handbook will result in the following consequences:~~

**Consequences:**

~~Repeated non-compliance of uniform policy may result in parent conference, Detention, Negative CoolSIS points, loss of privileges.~~

**Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol**

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters.

The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

**Consequences:**

~~Parent/guardian and law enforcement officials contacted; ten (10) day Suspension pending Expulsion proceedings~~

**False Fire Alarms**

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.

**Consequences:**

~~Parent/Guardian contacted; five (5) day Suspension; restitution for any damage(s); possible prosecution.~~

**Forgery of Signatures**

Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; up to three (3) day Suspension; possible Expulsion~~

~~2<sup>nd</sup> Offense: Parent/Guardian contacted; up to five (5) day Suspension; possible Expulsion~~

**Gambling**

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; possible Detention and confiscation of the card(s), dice etc. with retrieval only by parent/guardian; up to three (3) day suspension~~

~~2<sup>nd</sup> Offense: Meeting with parent/guardian; up to five (5) day Suspension~~

**Vulgarity, Profanity and Obscenity**

Any gesture or material of this nature is not permitted at school or school functions.

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; Detention, up to three (3) day Suspension~~

~~2<sup>nd</sup> Offense: Meeting with parent/guardian; up to five (5) day Suspension~~

**Bullying & Cyber Bullying**

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.

**Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.**

**Each MPS student agrees to:**

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; Detention; up to three (3) day Suspension~~

~~2<sup>nd</sup> Offense: Meeting with parent/guardian; up to five (5) day Suspension, possible Expulsion~~

**Harassment of Students, Teachers, Administrators, or Staff**

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment.

*Harassment can be verbal, physical and visual. (Education Code, § 212.5)*

Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; up to three (3) day Suspension and/or possible Expulsion~~

~~2<sup>nd</sup> Offense: Meeting with parent/guardian; up to five (5) day Suspension and/or possible Expulsion~~

**Behaving Disrespectfully towards Teachers or Staff**

Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written is considered a form of disrespect.

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; Detention, up to three (3) day Suspension~~

~~2<sup>nd</sup> Offense: Meeting with Parent/Guardian; up to five (5) day suspension, possible Expulsion~~

**Student Hazing**

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by

an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

**Consequences:**

~~Parent/Guardian contacted; Administrative discretion with a recommendation for Suspension; possible Expulsion; possible prosecution~~

**Smoking or Use of Other Tobacco Products**

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, e-cigarettes, vaporizers, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; up to three (3) day Suspension~~

~~2<sup>nd</sup> Offense: Meeting with parent/guardian; up to five (5) day Suspension~~

**Stealing and/or Vandalizing School/Private Property & Graffiti**

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

**No Permanent markers or aerosol cans are allowed at school.**

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; administrative discretion; restitution if required; up to three (3) day Suspension~~

~~2<sup>nd</sup> Offense: Meeting with parent/guardian; administrative discretion; up to five (5) day Suspension; restitution if required; police report filed when needed~~

**Displaying Threatening Behavior**

Threatening behavior includes: verbal threats,

both face to face and over electronic media (phone and/or computers), non-verbal threats ("hard" stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; Detention; up to three (3) day Suspension~~

~~2<sup>nd</sup> Offense: Meeting with parent/guardian; up to five (5) day Suspension~~

**Bringing Weapon in School**

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, club of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

**Consequences:**

~~Parent/Guardian and law enforcement officials contacted; ten (10) day Suspension with a recommendation for Expulsion; possible prosecution~~

**If you are aware of a weapon /drugs/alcohol on campus and do not inform school staff, you will be subject to disciplinary actions and serve consequences.**

**Possession or Use of Fireworks**

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; Detention; up to three (3) day Suspension~~

~~2<sup>nd</sup> Offense: Meeting with parent/guardian; up to five (5) day Suspension; possible Expulsion~~

**Gang and Secret Society Symbols**

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by

writing of any signs identified as or associated with gangs. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented. Students may not promise to become or be members of a gang, secret society, illegal club, sorority or fraternity.

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; up to three(3) day Suspension~~

~~2<sup>nd</sup> Offense: Meeting with parent/guardian; up to five (5) day Suspension; possible Expulsion~~

**Arson**

Intentionally starting any fire or combustion on school property

**Consequences:**

~~Meeting with parent/guardian; law enforcement officials contacted; possible Suspension and/or Expulsion~~

**Public Display of Affection**

Public displays of affection are not allowed.

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; conference with student.~~

~~2<sup>nd</sup> Offense: Meeting with parent/guardian; Detention; up to two (2) day Suspension; possible Expulsion~~

**Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules**

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to ~~the following~~ discipline.

**Consequences:**

~~1<sup>st</sup> Offense: Parent/Guardian contacted; conference with student, Detention, up to three (3) day Suspension~~

~~2<sup>nd</sup> Offense: Meeting with parent/guardian; up to five (5) day Suspension; possible Expulsion~~

**Students with an IEP:**

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student's IEP team shall 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.

Suspensions of students with disabilities cannot exceed ten days without a "manifestation determination." A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

**D. SUSPENSION AND EXPULSION PROCEDURES**

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

~~Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.~~ When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or

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

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, ~~detention-reflection~~ during and after school hours, use of alternative educational environments, suspension and expulsion.

## PROGRESSIVE POSITIVE DISCIPLINE

### Positive Consequences

MPS school staff has committed itself to 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 CoolSIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS

staff. Teachers will not only report discipline issues on the school information system, CoolSIS, 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

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 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 are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative ~~detention/reflection~~, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

***Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.***

### Reflection/Detention

~~Detention-Reflection~~ will be held on 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 ~~detention-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 ~~detention/reflection~~; no phone calls or notes will be accepted for this request.

### **In School Suspension (ISS)**

*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. Student is expected to complete their classroom assignments and school community service during ISS.*

### **GROUNDINGS FOR SUSPENSION**

#### **Jurisdiction**

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- 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**

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold 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.
5. 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.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. 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 his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- ~~12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.~~
- ~~13.~~ 12. Knowingly received stolen school property or private property.
- ~~14.~~ 13. 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.
- ~~15.~~ 14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- ~~16.~~ 15. 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.

~~47-16.~~ Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

~~48-17.~~ Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation 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 section, "hazing" does not include athletic events or school-sanctioned events.

~~49-18.~~ Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).

~~20-19.~~ Made terrorist threats against school officials and/or school property. For purposes of this section, "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 his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

~~24-20.~~ Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to students in any of grades ~~46~~ to ~~124~~, inclusive.

~~22-21.~~ Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades ~~46~~ to ~~124~~, inclusive.

~~23-22.~~ Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades ~~46~~ to ~~124~~ inclusive.

~~24-23.~~ Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.

~~25-24.~~ Intentionally "hacked" or broken into a School or School affiliated computer system.

~~26-25.~~ A pupil 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 pupil 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).

## SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

### Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An

“emergency situation” involves a clear and present danger to the lives, safety or health of students or 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

#### Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

#### Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the

suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

#### Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- ~~Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems in the school~~
- 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.

[Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.](#)

#### Recommendation for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student’s parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student’s presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student’s suspension will be extended pending the results of an expulsion hearing.

#### Access to Education

[For suspensions that are not pending an expulsion hearing, Charter School shall make](#)

arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension

## GROUNDS FOR EXPULSION

### Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- 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.

### Expulsion (Mandatory and Discretionary Offenses)

#### Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1); ~~48900(b)~~
2. Brandishing a knife at another person. E.C. 48915(c)(2); ~~48900(a)(1) and 48900(b)~~
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); ~~48900(e)~~
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. ~~(as defined in 488900(n)).~~ E.C. 488915(c)(4); ~~48900(c)~~

5. Possession of an explosive, as defined below. E.C. 48915(c)(5); ~~48900(b)~~

If it is determined that a student has brought a fire arm 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 dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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 (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

#### Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), ~~maybe also and~~ 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

#### Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Disrupted school activities (school-wide activities; issued only by an administrator)
11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4\*\*; 48915(e)
14. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2\*\*; 48915(e)
15. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3\*\*; 48915(e)
16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
17. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
18. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

#### Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

**Matrix for Student Suspension & Expulsion Recommendations**

<b>CATEGORY I</b> <b>Must Recommend Expulsion (MANDATORY)</b>	<b>CATEGORY II</b> <b>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate</b> <b>(EXPULSION EXPECTED QUASI-MANDATORY)</b>
Principal <b>shall immediately</b> suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal <b>must</b> recommend expulsion when the following occur <u>at school or at a school activity off campus</u> <b>unless</b> the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
1. Possessing, selling, or furnishing a firearm E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
2. Brandishing a knife at another person E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil E.C. 48915(a)(2); 48900(b)
3. Unlawfully selling a controlled substance E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana E.C. 48915(a)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion E.C. 48915(a)(4); 48900(e)
5. Possession of an explosive E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

**CATEGORY III****May Recommend Expulsion (DISCRETIONARY)**

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity. ~~(E.C. 48915(b) and (e))~~

1. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.** ~~E.C. 48915(b)~~
2. Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of "caused," the injury is serious. [See II.1])** E.C. 48900(a)(1); ~~48915(b)~~
3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); ~~48915(b)~~
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); ~~48915(b)~~
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); ~~48915(e)~~
6. Stole or attempted to steal school or private property. E.C. 48900(g); ~~48915(e)~~
7. Possessed or used tobacco. E.C. 48900(h); ~~48915(e)~~
8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); ~~48915(e)~~
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); ~~48915(e)~~
- ~~10. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e)~~
- ~~11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)~~
- ~~12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)~~
- ~~13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4\*\*; 48915(e) (\*\*Grades 4 through 12 inclusive)~~
- ~~14. Engaged in sexual harassment. E.C. 48900.2\*\*; 48915(e) (\*\*Grades 4 through 12 inclusive)~~
- ~~15. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3\*\*; (\*\*Grades 4 through 12 inclusive) 48915(e)~~
- ~~16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)~~
- ~~17. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)~~
- ~~18. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e)~~
- ~~19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p); 48915(e)~~
- ~~20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)~~
- ~~21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)~~

## EXPULSION PROCEDURES

### Authority to Expel

~~A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated. Teachers of the student, members of the school's discipline committee, and directors of the Board may not serve on the Administrative Panel. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense. A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.~~

### Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

~~After an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing.~~

After an Administrative Panel hears the case, it will make a determination whether to expel.

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 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 school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a 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 which shall be examined only by the Board, administrative panel, 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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination

during which he or she may leave the hearing room.

4. The person 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 person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her 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 person 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 his or her discretion to remove a person from the hearing whom he or she believes 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 the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten

serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing 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 person 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 Expulsion Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or



designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact, ~~and a written recommendation to the Board, who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.~~

If the ~~expulsion hearing~~Administrative Panel ~~panel~~ decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

#### Written Notice to Expel

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

1. Notice of the specific offense 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 student's district of residence. This notice shall include the following:

1. The student's name

2. The specific expellable offense committed by the student

#### Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the District 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 ten (10) calendar days of receipt of a timely written request for an appeal.~~

~~In response to the written request for an appeal, the CEO of MPS shall convene a committee of three: a school Principal and a Dean of Students from other MPS schools, and the CEO of MPS or his/her designee. The committee shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.~~

At the hearing on the appeal, the student shall have the right to present evidence. The ~~committee~~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 the Charter School. That decision shall be final.

#### ~~Expelled~~ ~~Students/Alternative Education~~Interim Placement

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

~~Charter School shall work with the District for an interim placement or other alternative program. Should Charter School determine after the referral that the student will remain at the charter~~

school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

## ~~LAUSD REQUIRED LANGUAGE~~

### ~~General Provisions~~

~~Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.~~

~~Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.~~

~~Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.~~

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

~~Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.~~

### ~~Students with Disabilities~~

~~Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide~~

~~special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.~~

~~In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:~~

~~A. Was the misconduct caused by, or directly and substantially related to the student's disability?~~

~~B. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?~~

### ~~Notification of the District~~

~~Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:~~

~~completed "Notification of Charter School Expulsion" [form available from the CSD~~

website or office], including attachments as required on the form

documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed

copy of parental notice of expulsion hearing

copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment

if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP

if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student

records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

#### Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

#### Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

#### Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil; unless Charter School's governing board makes a finding that the pupil has not met

~~the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.~~

#### ~~Reinstatement~~

~~Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.~~

#### ~~Gun-Free Schools Act~~

~~Charter School shall comply with the federal Gun-Free Schools Act.~~



## GENERAL POLICIES

### N.A. SCHOOL ACTIVITIES

MPS will offer a range of activities that will enrich student development during and after school. Because the safety of students is very important to us, specific rules will apply to these activities.

*School administration reserves the right to refuse anybody to attend these activities based on academic and behavioral concerns.*

#### **Field Trips:**

Field Trips offer exciting ways to learn. MPS students may have the opportunity to go on field trips at various times throughout the school year. MPS plans many field trips, weekend getaways, summer camp, and the Europe Trip during spring break.

Students must bring to school a Field Trip Permission Slip signed by a parent or guardian by the specified date. Phone calls will not be accepted as permission for students to attend.

#### **After School Activities:**

MPS offers a variety of after school tutoring, clubs, sports, and activities for all students free of charge. There is no better way for students to enrich their education than by taking part in clubs, after-school activities or working with a teacher (Tutoring). These opportunities allow students to explore more deeply things they already enjoy and to try other areas that sound interesting. Students who stay for an after-school activity must follow these rules:

- Be with a teacher or other staff member at all times.
- Arrange to have their transportation pick them up at the end of the activity.
- Abide by the MPS code of student conduct and all school rules and policies as outlined in the handbook while participating in the activity.

Students who are disruptive, disrespectful, or who do not follow the rules will be prohibited from participating in the after school program.

Students not participating in after school activities may not stay after school to wait for another student.

A full list and description of after school clubs and activities will be posted after school starts. We strongly encourage our students to explore and take advantage of these after school opportunities.

**MPS is not responsible for students not participating in after school activities. Those students must leave the campus within ten minutes of school dismissal time.**

#### **Academic Tutoring Program:**

- Tutoring will be available as part of the MPS after-school program.
- Students can receive tutoring from faculty and volunteers from local universities.
- The program will benefit all students.
- The sessions will generally occur after school; some may be scheduled on the weekends.
- Upon availability, Saturday tutoring is available to all students who wish to improve their academic skills. We offer math and SAT prep. All students are welcome to join at specified times.

### N.B. ILLNESS, INJURY, AND MEDICATION POLICIES

MPS does not have a nurse on staff. The office staff can assist students with basic first aid treatment; however office staff is not registered nurse. Students sent to the office or visiting the office claiming that they are ill will be quickly evaluated by the office staff. If a student needs treatment beyond basic first aid, Parent/Guardian will be contacted to pick him/her up.

#### **Illness or Injury during the school day:**

If a student becomes ill or injured during the school day, s/he must report to the Main Office. Do not leave the building without permission. Any absence or departure from class that is not first cleared through the office will be considered unexcused.

#### **Illness at Home:**

If a student is not physically well prior to the beginning of the school day, the office should be informed and the student must be kept at home.

#### **Medications:**

- All medications must be in the original container.
- The container must be clearly marked with the students first and last name.
- A "Request for Medication to be Taken During School Hours" must accompany all medication, containing instructions for administration, including exact times and dosages. The "Request for Medication to be Taken During School Hours" will be filed in the student's folder. This form can be obtained from the Main Office.
- All medications are to be delivered to the Main Office and be picked up at the end of the day. The school is not liable for any medication not picked up after school.
- Children with chronic conditions may be exempted from this rule only after conference between the parents/guardians and the principal.

#### Contagious Diseases:

If, during the course of the year, a child develops any contagious disease or condition, please notify the school immediately so that precautions can be taken and appropriate notifications sent home.

The School reserves the right to notify the municipal bodies and Department of Health if necessary under federal and state laws.

#### N.C. PARENTAL INVOLVEMENT AND SUPPORT

Since your child's education is a continuing process, parent cooperation, support, and assistance are needed if we are to be successful. Together, we can make a positive difference in your children's lives. The following are ways that we can work to fulfill our common goals:

##### Parents/Guardians are asked to:

- Be a good listener to both your child and the school staff when conflicts arise.
- Be a positive role model for your child.
- Contact the school as necessary.
- Participate as fully as possible in volunteer opportunities, student presentations, parenting programs, special projects, and assembly events.
- Be familiar with MPS student hand-book and explain it as necessary.

#### N.D. PARENT/TEACHER COMMUNICATION

- Parents are encouraged and are always welcomed to discuss the progress or problems of their children with the school faculty when an appointment is made prior.
- Parents may not disturb a teacher during school hours.
- An appointment is required for all conferences.
- To make an appointment with a teacher, call the main office or email them directly.
- Please do not attempt to have an impromptu conference with a teacher on campus as appointments are mandatory.
- If your question relates to the classroom, please ask the appropriate teacher.
- Any question involving a student's work or behavior must be discussed with the teacher before it is discussed with the administration.
- Parents are expected to make every reasonable effort to cooperate with the teachers and school staff to help their child have a successful educational experience.
- Parents who wish to observe their child's classes need to make arrangements with the teacher whom they like to visit and get approval from administration at least a day prior to their visit.
- Parent/teacher/student conferences are strongly encouraged when an appointment is made prior.

#### E. HOME VISITS

- [Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students. MPS teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.](#)
- [For most students home and school are two different domains. Especially for minority students even the people, languages, foods, rules, duties, and concerns are different in](#)

these two worlds. They do not intersect considerably. Parents and the teachers are critical partners in educating the "whole child." However, parent conferences and other school-hosted meetings do not provide sufficient means for the parties to communicate enough and effectively and to show the student that they are on the same team. Home visits are the teachers' attempt to break the virtual border between the partners, which is most of the time successful.

#### **N.F. CONTACTING YOUR CHILD DURING SCHOOL HOURS**

- Parents/Guardians should only contact the main office if they must leave a message for their child in case of an emergency. Students will not be disrupted during school hours for non-emergency reasons. In case of an emergency, the message will be given to the student by office personnel.
- Parents/Guardians should not contact their child's cellular phone during school hours; students are required to turn off all electronic devices, including cellular phones, and put them away and out of sight.

#### **N.G. VISITORS**

All visitors including parents and guardians must report to the main office when they arrive, sign in and obtain a visitor's pass if they are to go to any part of the building. To prevent interruption to the instructional program, we request that all items brought to the schools are left in the office labeled with the name of the teacher and student. Student visitors are NOT permitted, at any time, on campus. Visitors must make prior arrangements with administration and must be approved to visit MPS at any time.

#### **N.H. COOLSIS SCHOOL INFORMATION SYSTEM**

Parents, as well as students, will have access to their child's grades in each class, missing/incomplete/ upcoming assignments, upcoming tests/projects, discipline, communication log, and teacher contact information. Each parent will be provided with a username and password to have access throughout the school year, 24 hours a day.

*All discipline entries will remain on CoolSIS for the entire year.*

#### **N.I. PHONE USE**

In case of emergency, students may go to the office with a hall pass from a teacher.

Please note: The office phone is for emergency calls only.

#### **N.J. NEWSLETTER**

- Communications regarding school activities from faculty to parents/guardians and students will be sent home periodically.
- Copies of the newsletter are available at the school office.

#### **N. INTERNET USE**

- ~~Access is a PRIVILEGE, not a right.~~
- ~~Internet access is given to student users who agree to act in a considerate and responsible manner.~~
- ~~School personnel may access an internet user's files.~~

Users may not:

- ~~Use another person's username and/or password.~~
- ~~Use the network for commercial, political and/or personal non-academic uses.~~
- ~~Access the system to encourage the use of drugs, alcohol, or tobacco.~~
- ~~Access material that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment of others based on their race, national origin, gender, sexual orientation, age, disability, religion, or political beliefs.~~
- ~~Use the Internet in any unethical or illegal manner~~
- ~~Use personal e-mail accounts, any instant messaging programs or any personal social media accounts~~
- ~~Use proxy websites to access blocked websites by School Administration~~
- ~~Violate any copyright laws~~
- ~~Use non-educational games~~
- ~~Damage the computer, computer systems, or computer networks~~
- ~~Trespass in another's folders, work, or files~~
- ~~Change the computer settings~~



~~Violation of the above rules may result in loss of Internet access for the entire school year as well as other disciplinary actions. If the user is not sure how to do something on the computer, ask a teacher or the system administrator. Failure to comply with computer rules will result in a lowered grade and other disciplinary consequences.~~

#### **N.K. ELECTRONIC DEVICES**

MPS policy regarding possession of cellular phones, any personal electronic devices, iPods, MP3 players, cameras, video cameras, laptops, and recording devices is as follows:

- From the moment a student arrives on campus to the time that the student leaves the campus, the power of the electronic device must be turned off and all devices are to be out of sight, secure with the student's belongings in a backpack or purse. The duration of the non-permitted use includes before school on school grounds, instructional time, passing periods, lunch time, and tutoring. At no time, shall the educational program or school activity be interrupted.
- The school is not liable if such devices are damaged, lost or stolen. The use of these devices or their ringing/vibrating during school time will be considered a disruption of school activities and subject to disciplinary action which will include confiscation and discipline entry.
- All confiscated devices will be returned to the parent/guardian accompanied by the student at an assigned time.

#### **N.L. LOST AND FOUND**

There will be a lost and found box in the school. If you find books, clothing, or personal items on school grounds, please bring the items to the main office. Items not picked up will be donated monthly.

#### **N.M. PE LOCKERS**

- When available lockers are provided for physical education class, during that period only.
- Lockers are not assigned to students.

- The lockers are school property; anything placed in them or brought to campus is subject to inspection at the discretion of the administration.
- Students are responsible for all items in their locker.
- Students may be provided with a lock or allowed to bring a lock for their gym lockers and use it for the period with the condition of removing them daily. Please check with the school administration for specifics.

*MPS does not accept any responsibility for stolen or lost money, clothing, valuables or other articles.*

#### **N. TEXTBOOKS**

Textbooks and work books are issued at teacher's discretion. Students may be assigned a set of textbooks in addition to a classroom set. Students are responsible for the care of all textbooks and work books. Books are to be returned to the school in good condition at the end of the school year or at the time a student transfers out to another school.

Students will be required to report any damages to the textbooks to their classroom teachers. Parents/Guardians will be held responsible for the damage or loss of textbook.

#### **N.O. MEAL PROGRAM**

- Students must submit the MPS meal program application before the first day of school.
- Students are responsible for adding funds to their meal account if they pay reduced or full price.
- An outstanding balance of \$5.00 or more will not allow students to receive a meal. Students are responsible for making sure their account does not have an outstanding balance.

#### **N.P. EARTHQUAKE AND MAJOR PROCEDURES**

- Parents may contribute to supply ten dollars (\$10) to cover the cost of a survival kit to be kept at school and used in case of emergency.
- In the event of a fire, major earthquake or major disaster, students are to be evacuated to the assigned area by MPS.

- If the local public schools announce that the students will be dismissed, MPS will do the same.
- Parents are to remain in assigned area and sign out their child with the appropriate staff member because MPS has to account for all students.
- MPS Emergency Dismissal/Evacuation Card information must be updated with any change in information by parents/guardians as soon as it occurs.

#### **N.Q. STUDENT TRANSFER**

- Any student transferring out of Magnolia Public Schools must complete the "Student Transfer Form" which can be obtained from the main office. The form must be completed prior to a student transferring. It is the parent/guardian's responsibility to complete the form. The school is not responsible for having it completed.
- It is the student's parent(s)/guardian(s) responsibility to contact the school that student will be transferring to. It is the parent's responsibility to make all necessary arrangements for a successful transfer.
- If a student will be transferring to another school for the following school year, the parent is still responsible to inform the main office before the last day of school, or last day of attendance.
- All textbooks must be turned in before the last day of attendance in order to complete a successful transfer. Parents are responsible to pay for damages on the textbooks.

#### **N.R. DRESS CODE**

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure

about how you should look, or how the uniform should fit, check with administration. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

#### **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 form fitting, 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 inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.
- Mini-skirts, skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriiffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
- Hats, gloves, bandanas, or sunglasses are not permitted to be work in school
- Neatness and good grooming is required.
- Hairstyles must follow the schools dress code policy.

**IMPORTANT NOTICE**

Dear Parents/Guardians,

- Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on the last page.
- Each individual MPS campus may include amendments into this handbook addressing local issues.
- Any changes or additions to this handbook will be given to the students and parents in writing.

**UNIFORM POLICY**

BOTTOM

BOYS	ADDITIONAL
<p>Pants or shorts are acceptable.</p>	<p><b>Pants/Skirts/Skorts/Shorts:</b></p> <ul style="list-style-type: none"> <li>• May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.</li> <li>• <del>Skorts/shorts may not extend beyond the middle of the kneecap and may not be shortened by alterations</del> <u>should be no shorter than your longest finger when standing with your hands by your sides.</u></li> <li>• <u>Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.</u></li> <li>• <u>Pants may not be made from legging or jegging material.</u></li> <li>• Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.</li> <li>• The bottom of the skirt, skort, and/or shorts</li> </ul>
<p><b>Skirts, pants, shorts, skorts, or capris must be either khaki color or navy blue.</b></p> <p><b>Belts (required for all variations of dress uniform):</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• The buckle may only have one catch.</li> <li>• Belt must be of correct waist size, so that there is minimal excess length (less than five inches).</li> <li>• Any excess length of belt must be tucked through a belt loop and may not hang down.</li> </ul>	

<b>TOP</b>	<p>White, gray or navy blue polo shirts <u>must have the school logo. They may be either short or long sleeved.</u></p> <p><u>with short or long sleeves and sweatshirts or jackets (school logo affixed on the upper left chest)</u></p> <p>Hoods may not be worn at school.</p> <p>Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.</p>		<p>must be no higher than 1 inch above the middle of the kneecap when the student is standing.</p> <ul style="list-style-type: none"> <li>Socks may not be worn over pants.</li> <li>Rubber bands are not allowed on the bottom of pants or ankles.</li> <li>No Jean style pants.</li> <li>No Cargo pants/shorts.</li> <li>Must have a built in pocket not a sewn on pocket.</li> </ul> <p><b>Undergarments:</b></p> <ul style="list-style-type: none"> <li>Should not be noticeable through or outside of clothing, tops and bottoms.</li> </ul> <p><b>Uniform:</b></p> <ul style="list-style-type: none"> <li>Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.</li> <li>Undershirts must be short-sleeved if worn.</li> <li>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.</li> <li>Under shirt may not hang out of sleeves.</li> </ul>
	<b>FOOTWEAR</b>	<ul style="list-style-type: none"> <li><u>The majority of the shoe must be black, brown or gray. Small logos are acceptable. All black or all brown shoes</u> (Shoes must be closed toe.)</li> <li>"Athletic" shoes for the dress code must be completely black or brown.</li> <li>Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white</li> </ul>	
<b>PE-UNIFORM</b>	<p>TOP: <u>Students will wear a solid gray t-shirt, preferably with the MPS logo. T-shirts of size appropriate to student.</u> MPS sweatpants and MPS sweatshirts may also be worn during PE.</p>		<p><b>Shoes:</b></p> <ul style="list-style-type: none"> <li>Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.</li> </ul>
	<p>BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.</p>		
<p>FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.</p>			

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings. No gloves or finger lacing of any sort are allowed.

**For colder weather:**

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- ~~Non-MPS sweatshirts / jackets are not to be worn inside the school building and may be confiscated.~~ Sweatshirts and jackets must be solid navy blue or gray.

\* \* \*

**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 campus may include site-specific amendments into the uniform policy addressing local issues.**

**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 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.

**Hair:**

- Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student's natural hair color, done tastefully, are acceptable.
- Colors such as red, blue, purple, green, white, etc. are not permitted.
- Hair must be neat, clean, and well kept.
- If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.
- Excessive "gel" of any kind is not acceptable, and should not be visible.
- Hair may be "spiked" with gel or any similar-acting substance but must be no longer than 1 inch.
- Combs may not be left in hair.
- No shaving the head bald with a razor. Hair must be at least 1/2 inch on the top and 1/4 inch on the sides and back.
- No Mohawks or Fohawks
- For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

## STUDENT TECHNOLOGY USE POLICY AND AGREEMENT

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Magnolia Public Schools (“Charter School”) offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the school be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

### Educational Purpose

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

“Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

“Inappropriate use” means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

### Notice and Use

The Charter School shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

### Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services on campus and may have teacher aides, student aides, and volunteers assist in this supervision.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email.

chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Charter School technology.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on Charter School computers with Internet access. The Principal or designee shall oversee the maintenance of the Charter School's

technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

### ACCEPTABLE USE AGREEMENT

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
  - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright

restrictions, or user mistakes or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
  - a. Playing games or online gaming.
  - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
  - c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
  - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
  - e. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.



f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.

g. Participating in political activities.

h. Conducting for-profit business.

i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.

j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.

k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.

l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

**5. No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be

positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

**6. Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

**7. Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

**8. Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the MPS student discipline policy and applicable laws.

## NCLB COMPLIANT PARENT INVOLVEMENT POLICY

### I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the **Magnolia Public Schools (MPS)** (the "LEA") has adopted this parent involvement policy in order to promote learning and provide a more positive learning experience for the students of its schools.<sup>1</sup> This policy has also been incorporated into the LEA's plan developed pursuant to NCLB, and submitted to the California Department of Education with the LEA's Consolidated Application.

### II. Involvement in Drafting the LEA Plan

Parents of participating children will be involved in the development of the LEA plan required by NCLB. On an annual basis, the LEA will submit the LEA plan to the Parent Council for review and suggested changes before the plan is submitted to the California Department of Education ("CDE") with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA plan and submit comments.

If the LEA plan is not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the LEA plan when it is submitted to the CDE.

### III. Involvement in School Review and Improvement

Parents of participating children will be involved, to the extent applicable, in the process of school review and improvement under NCLB. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents.

<sup>1</sup> Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the LEA's school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

In addition, the parents of participating children will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

#### **Identification of a school for improvement:**

Before the LEA identifies its school for improvement, for corrective action, or for restructuring, it shall provide the parents of all children enrolled in the school with notice of an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based. If the **Principal** of the school believes, or a majority of the parents of the students enrolled in such school believe, that the proposed identification is in error for statistical or other substantive reasons, the **Principal** may provide supporting evidence to the LEA, which shall consider that evidence before making a determination.

**School plan:** Parents of participating children will be involved in the development and/or revision of a school plan required of the school identified for improvement, corrective action or restructuring, which plan shall be approved by the LEA in accordance with NCLB.

**Notice required after school identification:** If the LEA's school is identified for improvement, corrective action or restructuring, the LEA will promptly provide to all parents of children enrolled in the school (in an understandable and uniform format, and to the extent practicable, in a language the parents can understand), a notice containing the following:

- An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools served by the LEA and the CDE;
- The reasons for the identification;

- An explanation of what the LEA or the CDE is doing to address the problem of low achievement;
- An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- As applicable, an explanation of the parents' option to transfer their child to another public school under the control of the LEA, return to their district of residence or to obtain supplemental educational services for the child.

**Information regarding corrective action taken:** The LEA shall publish and disseminate information regarding any corrective action taken at a school to parents of each student enrolled in the school in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

**Restructuring:** Whenever a school fails to make adequate yearly progress after 1 full school year of corrective action or when the LEA is required to implement alternative governance, the LEA shall provide prompt notice to parents and provide parents with an adequate opportunity to comment before taking any action and to participate in developing any plan required by NCLB.

#### **IV. Coordination, Technical Assistance, and Other Support**

The LEA will provide the coordination, technical assistance and other support necessary to assist its participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance in the following ways:

- The LEA will distribute 95% of the funds reserved pursuant to NCLB to the school for parent involvement activities;

- The LEA (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The LEA will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

#### **V. Annual Meeting**

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

#### **VI. Notice**

Within 60 days of the beginning of school, the School will send [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to [if in a targeted assistance school] [parents of participating children] [or if in a school with a school wide program] [all parents] containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;

- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy, and if applicable, the schoolwide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent Involvement Policy and a feedback form for parents to comment on its content.

With this notice, the School will include a survey for parents to complete identifying whether they will require transportation, child care or home visits in order to participate in the parental involvement program of the School. If there is sufficient need for transportation or child care at any of the parental involvement activities identified in this policy, the School may provide such services and notify the parents of such provided services.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

#### **VII. Title I, Part A Program Involvement**

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan, the School will involve parents of participating students as follows:

- The School will conduct at least one Family Learning Night each year where all parents of participating children will be invited to the

School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings will be held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.

- Parents not attending the Family Learning Nights will be contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- The School will create an Advisory School Council (ASC) where it will plan, review and improve Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan. The ASC will meet at the School and will consist of:

- The Principal
- 2 Teacher representatives elected by the faculty
- 1 Classified employee by the staff
- 1 Student representative elected by the Student Council
- 2 Parent representatives elected by the Parent Club
- 1 Community representative elected by the Parent Club
- All parents of participating children will be invited to the ASC meeting.

Additionally, the ASC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children will be invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the LEA.

### **VIII. Building Capacity for Involvement**

#### **A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement**

In order to ensure effective parental involvement and support a partnership among the LEA, parents and the community to improve student academic achievement, the LEA will provide the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of

their children (collectively referred to "Standards and Requirements"):

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the Parent/Guardian Club and the ASC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at each school, at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

#### **B. Helping Parents to Work with their Children**

In an effort to foster parental involvement, the LEA will provide materials and training to help parents to

work with their children to improve their children's achievement through the following programs:

➤ **Student-Teacher Status Portal:** MPS will use CoolSIS, an online web portal currently being used at all MPS. The use of the school website enables parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.

- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

### **C. Education on Parent Involvement**

The LEA will annually educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the LEA's schools, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- **Home Visits:** Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school.<sup>2</sup> Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

<sup>2</sup> Source:  
[http://crede.berkeley.edu/products/print/pract\\_briefs/pbi\\_shtml](http://crede.berkeley.edu/products/print/pract_briefs/pbi_shtml)

The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family. The LEA staff uses an "Activity Module" in its school information system, i.e., CoolSIS, to plan and record home visits.

- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

#### **D. Other Optional Parent Participation**

The LEA will involve parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the LEA will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work

directly with participating children, with parents who are unable to attend such conferences at the LEA.

The LEA will adopt and implement model approaches to improving parental involvement.

The LEA will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

#### **IX. Coordination with Other Programs**

If applicable, the LEA shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with programs such as Head Start, Early Reading First, and public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The LEA will coordinate and integrate parent involvement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

#### **X. Annual Evaluation**

The LEA, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under

NCLB. The LEA will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

#### **XI. School-Parent Compact**

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline 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 build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

#### **XII. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children**

The LEA shall implement an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to

recommendations from parents of participating children.

- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.

- **English Learner Advisory Committee:**  
The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the Advisory School Council (ASC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at the LEA when the School has 21 or more students of LEP.

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following:

- The LEA will schedule meetings to enable families to share information about culture,



background, children's talents and particular needs for the schools.

- Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers will meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

### **XIII. Notices**

In accordance with NCLB, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card;
- A notice regarding the professional qualifications of the student's classroom teachers;
- The notice regarding language instruction programs;
- Any other notices required by law.

### **XIV. Miscellaneous**

The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The LEA will provide other reasonable support for parental involvement activities as requested by parents.

## SCHOOL-PARENT-STUDENT COMPACT

This School-Parent<sup>3</sup>-Student Compact is adopted by the Magnolia Public Schools (MPS) (hereinafter "School") and is intended to outline 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 build and develop a partnership to help children achieve the State's high standards. To this end, the School, the Parent, and the Student roles are outlined as follows:

### I. School Responsibilities

- The School will provide 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 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.

### II. 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.

<sup>3</sup> Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

- I will emphasize my child adhere 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 on-line for parents and students via the school website and the online Student Information System (CoolSIS), 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 do 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 volunteer at School when requested.

### -III. Student 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.

## INTERNAL COMPLAINT PROCEDURES

The ultimate purpose of this internal 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, informal 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) 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. Anonymous complaints will not be considered except as provided in California Education Code section 49013(b) regarding pupil fee complaints. 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.

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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 Chief Executive Officer (CEO) 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 “Internal Complaint Procedures Form” giving details about the complaint and steps taken to resolve it, and contact the CEO of MPS at:

Chief Executive Officer  
Magnolia Public Schools  
13950 Milton Ave. Ste 200B  
Westminster, CA 92683  
Phone: (714) 892-5066  
Fax: (714) 362-9588  
Email: [contact@magnoliapublicschools.org](mailto:contact@magnoliapublicschools.org)

The CEO (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 (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<sup>4</sup>**

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 Internal 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 60 day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the CEO’s decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board’s decision to the complainant within 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 except as provided in California Education Code section 49013(b) regarding pupil fees.

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<sup>4</sup> For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the Internal Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

INTERNAL COMPLAINT PROCEDURES FORM

**Person filing complaint:**

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
 Home Address: \_\_\_\_\_  
 Phone #: \_\_\_\_\_ Email: \_\_\_\_\_  
 Person Filing Complaint Is:  Parent  Advocate  Student  Employee  Other

**Complaint filed on behalf of self (person filing complaint as indicated above) or on behalf of:**

Name: \_\_\_\_\_  
 (if applicable) For student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

**Site:**

School/Work Site/Office of Alleged Violation/Complaint: \_\_\_\_\_

**Type of complaint:**

<p><b>Allegation of Noncompliance</b>                  Check the program or activity referred to in your complaint.</p>	<p><input type="checkbox"/> Adult Education <input type="checkbox"/> Career Technical Education <input type="checkbox"/> Child Development Programs  <input type="checkbox"/> Consolidated Categorical Programs <input type="checkbox"/> Migrant and Indian Education  <input type="checkbox"/> Nutrition Services <input type="checkbox"/> Special Education</p>	
<p><b>Allegation of unlawful adult-to-student, student-to-student, or non-employee discrimination or harassment</b>                  Check the basis of the unlawful discrimination/harassment described in your complaint.</p>	<p><input type="checkbox"/> Age <input type="checkbox"/> Ancestry <input type="checkbox"/> Color  <input type="checkbox"/> Disability (Mental or Physical)  <input type="checkbox"/> Ethnic Group Identification <input type="checkbox"/> Gender  <input type="checkbox"/> National Origin <input type="checkbox"/> Race <input type="checkbox"/> Religion  <input type="checkbox"/> Sex (Actual or Perceived) <input type="checkbox"/> Sexual Orientation (Actual or Perceived)  <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics  <input type="checkbox"/></p>	
<p><b>Other</b></p>	<p><input type="checkbox"/> Unlawful Sexual Harassment <input type="checkbox"/> Complaint by Employee Against Employee</p>	
<p><b>All other complaints</b>                  Follow the resolution steps for all other complaints.                  Check the type of complaint.</p>	<p><input type="checkbox"/> Pedagogical, academic or teacher related issue  <input type="checkbox"/> Student behavior or discipline issue  <input type="checkbox"/> Other issue: _____                  _____                  _____</p>	<p><b>Resolution Steps:</b>  <u>Level 1:</u> Direct Resolution  <u>Level 2:</u> School Level Resolution                  Fill out this form at Level 3.  <u>Level 3:</u> MPS Home Office                  _____                  Level Resolution  <u>Level 4:</u> Board Level Resolution</p>

1. Please give facts about the complaint and attach any relevant documents if available. 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

**I acknowledge that I have read and that I understand the above statements. I hereby authorize the School 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.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Chief Executive Officer  
Magnolia Public Schools  
13950 Milton Ave. Ste 200B  
Westminster, CA 92683  
Phone: (714) 892-5066



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**MAGNOLIA PUBLIC SCHOOLS**

**Receipt of and Agreement to the MPS Handbook and School-Parent-Student Compact**

I have received a copy of the Magnolia Public Schools Student/Parent Handbook including the School-Parent-Student Compact, or I can access it at the school website. I understand that it is a source of information and a set of guidelines for implementation of school policies and procedures. I have read, understood, and agreed to the Student/Parent Handbook including the School-Parent-Student Compact. I understand that Magnolia Public Schools can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of the Handbook will control over any contrary statements, representations or assurances made by any supervisory personnel except those made in writing by the Chief Executive Officer or his or her designee.

**Student's Name:** \_\_\_\_\_ **Student's Signature:** \_\_\_\_\_

**Parent/Guardian's Name:** \_\_\_\_\_ **P/G's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*(If known, circle grade and group.)*

**Grade:** \_\_\_\_\_ **K** \_\_\_\_\_ **1** \_\_\_\_\_ **2** \_\_\_\_\_ **3** \_\_\_\_\_ **4** \_\_\_\_\_ **5**  
\_\_\_\_\_ **6** \_\_\_\_\_ **7** \_\_\_\_\_ **8** \_\_\_\_\_  
\_\_\_\_\_ **9** \_\_\_\_\_ **10** \_\_\_\_\_ **11** \_\_\_\_\_ **12** \_\_\_\_\_

**Group:** \_\_\_\_\_ **A** \_\_\_\_\_ **B** \_\_\_\_\_ **C** \_\_\_\_\_ **D** \_\_\_\_\_ **E** \_\_\_\_\_ **F**

Copy for Student/Parent

MAGNOLIA PUBLIC SCHOOLS

Receipt of and Agreement to the MPS Handbook, [Student Technology Use Policy-Acceptable Use Agreement](#), and School-Parent-Student Compact

I have received a copy of the Magnolia Public Schools Student/Parent Handbook including the [Student Technology Use Policy-Acceptable Use Agreement](#), and School-Parent-Student Compact, or I can access it at the school website. I understand that it is a source of information and a set of guidelines for implementation of school policies and procedures. I have read, understood, and agreed to the Student/Parent Handbook including the [Student Technology Use Policy-Acceptable Use Agreement](#) and School-Parent-Student Compact. I understand that Magnolia Public Schools can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of the Handbook will control over any contrary statements, representations or assurances made by any supervisory personnel except those made in writing by the Chief Executive Officer or his or her designee.

Student's Name: \_\_\_\_\_ Student's Signature: \_\_\_\_\_

Parent/Guardian's Name: \_\_\_\_\_ P/G's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(If known, circle grade and group.)*

Grade:	K	1	2	3	4	5
	6	7	8			
	9	10	11	12		

Group:	A	B	C	D	E	F
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*Copy for Student File*