

Comprehensive School Safety Plan

Magnolia Science Academy-2
Magnolia Public Schools School District

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MSA-2

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Plan approved by Magnolia Public Schools Board December 8,
2016

Committee Members

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David Garner, Designee
Nick Capretta, Teacher Representative
Sandra Covarubbias, Parent of Attending Student
Wendy Salinas, Classified Employee
SLO Oscar Bocanegra, LAPD
Maureen Simon, Student

This document is available for public inspection on our school's
website at msa2.magnoliapublicschools.org

School Site Mission

Mission

MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others.

Vision

MPS's vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

Core Values

MPS has identified the following core values, which are reinforced through the Life Skills curriculum, student learning outcomes (SLOs), and all school activities:

Excellence

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation

Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Statement of Purpose

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

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

Employee Preparedness

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

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;

- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
- Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Employee Skills

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

Instructional staff is responsible for the following:

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

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

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;

- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

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

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

Emergency On-Site Personnel

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

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Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. During the 2016/17 school year beginning on 8-16-2016, there have been 112 reported crimes in a 1-mile radius around the school. The top three crime violations, based on www.crimemapping.com/map/region/lapdWestValleyArea are:
 1. Vehicle Break-in/Theft
 2. Burglary
 3. Larceny
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. A tremendous decrease in suspensions/expulsions was noted due to the implementation of positive behavior support model.
 - ii. Behavior referrals: CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS
2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
 - a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Discipline Committee
 - d. Administration

- e. Local School Administration
- f. School Site Council
- g. Parent Task Force
- h. Student Leadership
- i. Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year continually to revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

Child Abuse Reporting Procedures

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory.

Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes

a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

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

Department of Child and Family Services

800-540-4000

2. Written Report

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

Victim Interviews by Social Services/Law Enforcement

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

choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

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

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

Release of Child to Peace Officer

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

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A.	REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY			
		REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS				Street	City	Zip	
		REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO			
B.	REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY					
		<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)							
		ADDRESS				Street	City	Zip	
OFFICIAL CONTACTED - TITLE						TELEPHONE ()			
C.	VICTIM	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	
		ADDRESS				Street	City	Zip	
		PRESENT LOCATION OF VICTIM				SCHOOL		CLASS	
		TELEPHONE ()				GRADE			
		PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME	
		IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT	
		<input type="checkbox"/> NO		<input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				<input type="checkbox"/> OTHER (SPECIFY)	
		RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
D.	INVOLVED PARTIES	VICTIM'S SIBLINGS							
		NAME		BIRTHDATE		SEX		ETHNICITY	
		1. _____				3. _____			
		2. _____				4. _____			
		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX		ETHNICITY	
		ADDRESS				Street	City	Zip	HOME PHONE ()
		BUSINESS PHONE ()				NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	
		SEX		ETHNICITY		ADDRESS		Street	City
		Zip		HOME PHONE ()		BUSINESS PHONE ()			
		SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX		ETHNICITY	
ADDRESS				Street	City	Zip	TELEPHONE ()		
OTHER RELEVANT INFORMATION									
E.	INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____							
		DATE / TIME OF INCIDENT				PLACE OF INCIDENT			
		NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)							

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Disaster Response Procedures

General Policies and Procedures for Handling Safety and Specific Emergency Situations:

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

- Protect the safety and welfare of students and staff;
- Provide for a safe and coordinated response to emergency situations;
- Protect the school's facilities and property;
- Enable the school to restore normal conditions in the shortest time possible
- Coordination between the school and local authorities and resources.

Emergencies

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the School Principal, or his/her designee.

Fire:

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

- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a

hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.

- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency:

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

- Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.

Provide the following information:

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

Earthquakes:

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

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

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by School Principal or his/her designee, evacuate.
- Do not return to building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance, whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- School principal, or his/her designee, will issue further instructions.

Certificated and classified school staff are trained annually on emergency earthquake procedures.

Assaults:

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

- Dial 911.
- Seek first aid or medical attention, if indicated.

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

Hazardous Materials:

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

- If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.

If a more serious spill occurs, inside or outside:

- Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department. Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known. Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
 - Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
 - Remain inside building unless ordered to evacuate by the Fire Department. Fire Department will advise of further actions to be taken.
 - Do not eat or drink anything or apply cosmetics.

- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance:

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

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

Vandalism:

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

- Notify school principal, or his/her designee.
- Notify building and ground maintenance personnel. The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.

- Notify parents or legal guardian.
- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

Utility or Power Failure:

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

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

Bomb Threat:

Person receiving call:

- Listen - Do not interrupt caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify School Principal, or his/her designee, immediately.
- The School Principal, or his/her designee will:
- Notify Police Department – Dial 911.
- With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:

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

Explosion:

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

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

- Draft incident report by the end of the week.

Fighting or Riot:

School staff should follow these guidelines when a fight occurs:

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

Staff should follow these guidelines when a riot occurs:

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
- Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
- Activate needed emergency plans, which may include:
- Instructing office staff to handle communications and initiate lockdown orders.
- Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.

- Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
- Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Brief a representative to meet the media.
- Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation:

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

- Stay calm.
- Don't be a hero.
- Follow instructions of captor.
- Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
- Inform captors of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape; don't try to resolve situation by force.
- Be observant and remember everything that is seen or heard.
- If a rescue takes place, lie on the floor and await instructions from rescuers.
- The School Principal, or his/her designee, should be responsible for the following:
 - Immediately notify law enforcement.
 - Move other students and teachers completely away from those who are in the hostage situation.
 - Keep everyone as calm as possible.
 - Be prepared to answer questions from media or family.

Death of a Student:

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

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder or Individual with Deadly Weapon:

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

- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- The School Principal, or his/her designee, should follow these guidelines:
- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the threat level. If the threat level is high, call for additional backup.

- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down:

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

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

Use of School Facilities for Mass Care and Welfare Shelters

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

Evacuation:

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken by the School Principal or his/her designee:

- Notify the school district office, county official or designee.

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

School staff should:

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

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

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

Drugs, Alcohol and Tobacco

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

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

The School Principal, or his/her designee, should do the following:

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

Floor Plan

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

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

Fire Drills

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

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

School Safety Management Team

Management Organization Chart

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

Guidelines for Handling the Media

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

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

Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance is proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational

basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

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

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

Appropriate measures will be taken to correct the problem at the direction of the School Principal.

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

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick-up their child in the event of an emergency.

Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school.

Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Ones
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Anti-bacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Emergency Drill Report Data Sheet:

ATTACHMENT F

EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information; then go to <http://emergencydrills.lausd.net> (please note that you must be on the LAUSD network for this address to work); enter the data and receive your certificate.

(Choose one)

- | | |
|---|--|
| <input type="checkbox"/> Fire | <input type="checkbox"/> Drop/Cover/Hold or "Drop" |
| <input type="checkbox"/> Earthquake drill with evacuation | <input type="checkbox"/> Campus Protection or "Lockdown" |
| <input type="checkbox"/> Shelter in Place | |

Date: ___/___/___

Name: _____ Position: _____

E-Mail: _____ Location Code: _____

1. What type of alert system did you use to alert students/staff of the drill?
 Fire Alarm/Bell Voice through Intercom/PA Bull Horn Whistle

(Omit #2 for Drop/Cover/Hold or "Drop")

2. Time Drill Started: _____ (am / pm) Time Drill Completed: _____ (am / pm)

3. Total number of staff involved in the drill activity?
4. Total number of students involved in the drill activity?
5. Did any special needs students participate in the drill? If yes, about how many?
6. Did you encounter any challenges with the special needs children? (Y/N)
7. If yes, please describe challenges: _____

(Omit #8 for Drop/Cover/Hold or "Shelter-in-Place", "Drop" & "Lockdown")

8. How long did it take to evacuate all buildings? _____ (minutes)
(Time from START of drill to the time when last staff or student arrived at the staging area.)

(Omit #9 for Drop/Cover/Hold or "Drop")

9. Did you establish an Incident Command Post? (Y/N)
10. Did staff bring the School Emergency Response Box to the assembly area?(Y/N)
11. Did you use the District's Safe School Plan, Volume 2 - Emergency Procedures during:
(Check all that apply)
 Yes, during the planning of the drill. Yes, during the execution of drill.
 Yes, after the drill. No, we did not use the Safe School Plan.

(Omit #12, 13 & 14 for Drop/Cover/Hold or "Drop")

12. Did you use any supplies during the drill? (Check all that apply)
 Yes, our staff took supplies out their storing area.
 Yes, our staff used the supplies during the drill.
 No, we did not use emergency supplies.
13. Were parents notified either before or after the drill? (Y/N)
14. How were parents notified? (method)
15. Did any parents participate in drill? If yes, about how many?
16. What did parents do? _____
17. Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.

ATTACHMENT F

18. Did you encounter problems with any of the following?
(Omit # "d, e, & f" for Drop/Cover/Hold or "Drop")
(Omit # "f" for Campus Protection or "Lockdown")

	Yes	No	Briefly describe these problems:
a. Alert System			
b. Students			
c. Staff			
d. Parents			
e. Supplies			
f. Evacuation Route			

19. Using a grading scale from A through F, please grade the following:
(Omit "a, b, & c" for Drop/Cover/Hold or "Drop")
(Omit "a" for Campus Protection or "Lockdown")

	A	B	C	D	F
a. Student behavior during evacuation procedure					
b. Student accounting					
c. Staff accounting					
d. Performance of alert system					
e. Performance of members of the school safety team					
f. Overall student performance					
g. Overall staff performance					

20. Did you debrief after the drill? (Y/N)

21. What were the three top lessons learned?

1. _____

2. _____

3. _____

22. How can this drill be improved in the future?

Questions can be directed to emergencyservices@lausd.net or 213-241-3889.
 This form may also be downloaded at <http://emergencyservices.lausd.net>

Emergency Drill Report Form:

Magnolia Science Academy

DATE: _____

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME _____ **ROOM** _____

TEACHER'S ASSISTANT'S NAME: _____ **PRESENT: YES** ___ **NO** ___

PARENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

STUDENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

TYPE OF EMERGENCY DRILL:

FIRE: ___ **DROP/TAKE COVER:** ___ **EARTHQUAKE:** ___ **LOCK DOWN:** ___

SHELTER IN-PLACE: ___ **EVACUATION:** ___ **OTHER:** _____

ALL STUDENTS ACCOUNTED FOR: YES: ___ NO: ___
--

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

MSA-2 Emergency Drills Calendar for the 2017-18 Academic Year:

- August 2017 August Fire Drill
- September 2017 September Drop and Cover Drill
- September 2017 Semester Lock Down/Shelter in Place Drill
- October 2017 October Fire Drill
- October 2017 October Drop and Cover - Shake Out Earthquake Drill
- November 2017 November Drop and Cover Drill
- November 2017 November Fire Drill
- December 2017 December Drop and Cover Drill
- December 2017 Semester Take Cover Drill
- December 2017 December Fire Drill
- January 2018 Semester Lock Down/Shelter in Place Drill
- January 2018 January Drop and Cover Drill
- January 2018 Semester Take Cover Drill
- January 2018 January Fire Drill
- February 2018 February Fire Drill
- February 2018 February Drop and Cover - Earthquake Drill
- March 2018 March Drop and Cover Drill
- March 2018 March Fire Drill
- April 2018 April Drop and Cover Drill
- April 2018 April Fire Drill
- May 2018 May Drop and Cover Drill
- May 2018 May Fire Drill
- June 2018 June Drop and Cover Drill
- June 2018 June Fire Drill

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, accordingly to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

Suspension and Expulsion Policies

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.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

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

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

Progressive Positive Discipline

MPS school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection:

Reflection will be held on assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls 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.

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 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.

Grounds 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:

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

Suspension (Discretionary 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 resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully 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 in excess of \$1,000.
7. Caused or attempted to cause damage to school property or private property in excess of \$1,000.
8. Stole or attempted to steal school property or private property in excess of \$1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. 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.
11. 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.
12. 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.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. 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.

15. 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.
16. 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 4 to 12, inclusive.
17. 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 4 to 12, inclusive.
18. 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 4 to 12 inclusive.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment,

threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

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

ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience interference with his or her academic performance.

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

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

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

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

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

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile. iii. An act of cyber sexual bullying.

iii. An act of cyber sexual bullying.

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

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

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

20. 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 (3)(a)-(b).

21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Suspension (Mandatory Offenses)

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)

2. Brandishing a knife at another person. E.C. 48915(c)(2)

3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)

4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)

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

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 Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension

- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024

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.

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:

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

Expulsion (Discretionary Offenses)

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully 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 in excess of \$1,000.
7. Caused or attempted to cause damage to school property or private property in excess of \$1,000.
8. Stole or attempted to steal school property or private property in excess of \$1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. 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.
11. 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.
12. 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.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. 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.
15. 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.

16. 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 4 to 12, inclusive.
17. 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 4 to 12, inclusive.
18. 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 4 to 12 inclusive.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience interference with his or her academic performance.

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

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

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

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

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

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

iii. An act of cyber sexual bullying.

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

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

- 1) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
20. 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 (3)(a)-(b).
21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Expulsion (Mandatory Offenses)

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

Expulsion Procedures

Authority to Expel

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 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:

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of MPS' disciplinary rules which relate to the alleged violation;
- 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;
- 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;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

- Notice of the specific offense committed by the student
- 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
- 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:
 - The student's name
 - 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.

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

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.

Additional Provisions

Bullying

The Charter School shall comply with Education Code Section 234 et seq. regarding bullying.

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

Notification of SELPA

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

Services During Suspension

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

Procedural Safeguards/ Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
- If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
- If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.
- If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

Special Circumstances

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

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

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

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

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

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

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.

- The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.
- If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.
- If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.
- The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Gun Free Schools Act

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

For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Procedure for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. MPS has incorporated this notification into the existing “Attendance Reporting screen”. On the daily attendance report, when a student is suspended, it will show in CoolSis. The teacher can access the suspension by looking at the student’s discipline screen. The information provided is for the student’s current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the school regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators.

The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF

From: Admin

Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing “Attendance Reporting screen”. On the daily attendance report, when a student is suspended, it will show in CoolSIS. The teacher can access the suspension by looking at the student’s discipline screen.

The information provided is for the student’s current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s).

Teachers are asked to secure the list so students and others may not view it.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900**
- (a)(1) Mutual fight
 - (a)(2) Assault/Battery
 - (b) Possessed, sold or furnished dangerous object
 - (c) Controlled substance/alcohol
 - (d) Imitation controlled substance
 - (e) Robbery/extortion
 - (f) Vandalism
 - (g) Theft
 - (h) Tobacco/nicotine products
 - (i) Obscene act, habitual profanity/vulgarity
 - (j) Drug paraphernalia
 - (k) Disruptive/willfully defiant behavior (grades 4-12)
 - (l) Received stolen property
 - (m) Imitation firearm
 - (n) Sexual assault or battery
 - (o) Harassed/threatened witness
 - (p) Sale of soma

(q) Hazing

(r) Bullying/cyberbullying

(s) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)

E.C. 48900.3 Hate violence(gr 4-12)

E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)

E.C. 48900.7 Terrorist threats against school officials or property

E.C. 48915 (a)(1)(A)Serious physical injury

(a)(1)(B) Possession: knife or dangerous object

(a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion

(a)(1)(E) Assault/battery of school employee

E.C. 48915 (c)(1) Possessing, selling, furnishing firearm

(c)(2) Brandishing a knife at another person

(c)(3) Selling a controlled substance

(c)(4) Committing or attempting to commit sexual assault or battery

(c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE

Confidential Memorandum

To: _____, Teacher
From: _____, Principal/Designee
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.

Principal/Designee

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

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

Prohibited Unlawful Sexual Harassment:

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire,

when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include the prevention of abusive conduct in the workplace that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests, including but not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees).

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

Policies for dealing with harassment and discrimination are described in the MPS Employee Handbook and MPS Student-Parent Handbook.

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.

4. Determine disciplinary consequences. See MPS Employee Handbook and MPS Student-Parent Handbook.
5. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
6. Notify parents or legal guardian and appropriate school personnel of incident.
7. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints:

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) find that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take suitable disciplinary action against the employee. As appropriate, The Principal (or the CEO) (or designee) may also counsel or reprimand employees about their conduct without initiating formal disciplinary measures.

The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The Board of Directors' decision shall be final.

General Requirements

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I 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.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize 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. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment:

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the

duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of any kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from the school
- Making or participating in sexually inappropriate comments
- Sexual jokes
- Seeking emotional involvement with a student for your benefit
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors:

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity
- Obtaining formal approval to take students off school property for activities such as field trips or competitions
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology)
- Keeping the door open when alone with a student
- Keeping reasonable space between you and your students
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries
- Involving your supervisor if conflict arises with the student
- Informing the Executive Director about situations that have the potential to become more severe
- Making detailed notes about an incident that could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers
- Asking another staff member to be present if you will be alone with any type of special needs student
- Asking another staff member to be present when you must be alone with a student after regular school hours
- Giving students praise and recognition without touching them
- Pats on the back, high fives and handshakes are acceptable
- Keeping your professional conduct a high priority
- Asking yourself if your actions are worth your job and career

Dress Code

School-wide Dress Code prohibiting gang-related apparel

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

Dress Code

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

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. Religious head coverings shall be permitted. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

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

MPS Student Uniform Policy

Pants, shorts, skirts, skorts, or capris are acceptable:

- Must be either khaki color, black or navy blue.

- 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.
- Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No Jean style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

Top:

- 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.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirt may not hang out of sleeves.
- White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved.
- Hoods may not be worn at school.
- Top of garment must be 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.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and Accessories/Cosmetics:

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn must be underneath 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 ½ inch on the top and ¼ 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.

Belts (required for all variations of dress uniform):

- Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
- The buckle may only have one catch.
- Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
- Any excess length of belt must be tucked through a belt loop and may not hang down.

Footwear:

- The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.)
- “Athletic” shoes for the dress code must be completely black, white or brown.
- Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white
- No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

P.E. Uniform:

- Top: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.
- Bottom: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

- Footwear: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

Outerwear:

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

For colder weather:

MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.

Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

- Always report and sign in at the office.
- Be provided with a visitor's badge.
- Be prepared to provide identification to school personnel.
- Respect school rules.

School personnel should:

- Insure all exterior doors are marked with notice to visitors to first report to the office.
- Exterior doors should remain locked, except doors near the office area.
- Staff should receive training on how to greet visitors. The first question is "May I help you?"
- Someone should greet every visitor.
- Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

- Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")
- If this fails:
 - Notify the office of the situation.
 - Follow the person, if possible, and continue to give notice of the violation of school rules.
- Police should be notified, or call 911.
- Office should activate building-wide notification plan concerning intruder:
 - PA announcement using pre-determined code phrase.
 - Classroom doors should be closed.
 - Students should remain in current areas.

Procedures to Ensure a Safe and Orderly Environment

Safe and Orderly Social Environment - People and Programs (Component 1)

Our school creates a caring and connected school climate. We make Students and Staff believe that the school is a caring community in numerous ways. Parents are involved in the following ways at our current school site:

- Home Visit Program
- Parent Task Force Meetings
- Parent Volunteer Opportunities/School-wide Events
- Open House Nights
- Back to School Nights
- Parent-Teacher Conferences
- CoolSis Communication Logs
- Parent Shadow Days
- Schoolwide Phone Call News Distribution
- Email Newsletters
- School Site Council
- Public Meetings on School Policy Issues
- Parent Trainings and Workshops

Other factors influencing the Social Climate of MSA-2 are:

- Teacher training and PD
- High academic and behavior expectations
- Teachers will provide CCSS aligned instruction using SDAIE strategies.
- Life Skills Curriculum
- Daily Advisory time for students
- Engaging lesson plans that address multiple learning styles
- Create a data driven and research based intervention program
- Implement a PBIS system which will support the Socio-Emotional Learning of all students
- Continue the partnership with CSUN and Mitchell Family Counseling which provides counseling services to our students
- Continue to build increasingly robust programs to effectively support all students, especially English Language Learners, students with IEPs, and high achieving students
- We provide training so staff can meet the unique needs of the student body in the following ways:
 - Implement monthly staff-wide professional development on socio-emotional development issues
 - Provide training to staff on the CSUN Counseling programs we have on site
- Set high academic and behavior goals
 - Teachers and the leadership team will monitor student progress in ELA and Math as measured by in-class/benchmark assessments and technology-based adaptive standardized tests aligned to Common Core State Standards. (2017-18 school year)
 - School staff will continue to implement and improve upon our current Positive Behavioral Interventions and Supports (PBIS)
- Improve curriculum and teaching practices
 - Teachers will provide CCSS aligned instruction using SDAIE and GLAD strategies. (2017-18 school year)
- Include health and resiliency curriculum
 - During the 2017-2018 school year, MSA2 will continue to offer Life Skill classes to all students.
 - Students will continue to participate in CSUN Counseling programs as needed.

- Address multiple learning styles
 - The leadership team will place students into appropriate intervention groups and teachers provide targeted ELA & Math support and interventions. (September 2017)
 - Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2017-18 school year)
 - ELA and Math Intervention Teachers will continue to provide small group intervention to targeted students.
 - Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2017-18 school year)
 - Charter School will continue providing services for Special Populations: Building increasingly robust programs to effectively support all students, especially English Language Learners, students with IEPs and our most advanced student
- Promote caring, supportive relationships with students
 - Support the Socio-Emotional Learning of all students.
 - Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (Expanding upon these practices in the 2017-18 school year)
 - Continue employing an onsite school psychologist and counselors from California State University Northridge
 - Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2017-18 school year)
 - Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2017-18 school year)
- Provide opportunities for student to have meaningful participation in school and community service
- Communicate clear discipline standards
 - Parent meetings, CoolSis online behavior support systems, parent calls, communication logs, posters in the hallway and classrooms all communicate clear discipline standards

- Communicate procedures to report and deal with threats
 - Trainings are provided to deal with threats on and off campus to staff and students in accordance with the above procedures stated in the Emergency section of the plan.
- Train staff on bullying prevention and tolerance
 - Staff will continue to be training on bullying prevention and tolerance, including through PD's at staff meetings as well as online trainings.
- Provide training for student and staff on dangers of drugs and alcohol
 - Staff will continue to receive trainings on dangers of drugs through staff online trainings and in PD's
 - Drug and Alcohol Prevention Workshops conducted by The National Council on Alcoholism and Drug Dependence (NCADD)
 - School will continue to include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. In addition, school will take all necessary steps to address mental health care of pupils who have witnessed a violent act at any time, related to school activity, in accordance with the addendum to EC 32281.1
 - School will continue to invite K-9 unit to school

The Physical Environment-Place (Component 2)

Our school creates a physical environment that communicates respect for learning and for individuals and safety in the following ways:

- MSA 2 maintains a clean environment through utilizing custodial staff in the general areas (hallways/ restrooms and other common areas), and the teachers and students also are encouraged to maintain classrooms that are clean, orderly settings that contribute to the learning environment.
- MSA 2 involves itself in the community by participating in numerous community events throughout the school year.
- Make your campus secure from outside criminal activity
 - Our campus is a closed campus and entrance and exit gates are locked at all times

- Monitor and supervise all areas, including via video cameras located throughout our campus and security guard in our entrance
 - Students are limited to certain areas during the morning, lunch and after school to limit students from loitering and to maximize supervision efforts.
 - Administrators supervise campus during lunch as well as before and after school.
 - Teachers and our Campus Aid help supervise students on campus throughout the day
- Provide a pleasant eating area and healthy food
 - Students receive healthy snacks and meals
 - Food choices include options such as salads, yogurt, milk and vegetables
- Maintain clean and safe restrooms
 - We have custodial staff who clean the restrooms daily with disinfectant and restock supplies including toilet paper and soap in each restroom prior to the beginning of the next day. Floors are mopped, and toilets as well as sinks are scrubbed.
- Provide adequate lighting in all areas
 - Lighting is provided throughout outdoor parts of campus and surrounding school area with large lights that help ensure safety
- Provide student with current textbooks and materials
 - Students receive textbooks for all classes that are aligned with the latest Common Core State Standards. In addition, online support resources are provided to supplement learning
- Maintain a variety of sports facilities and equipment
- Deal with vandalism before students return to school
 - Before students return to school, photo documentation is recorded to keep information and proof about the type of vandalism that occurs. When property damage is discovered, students and their families are contacted to discuss a plan to have responsible parties replace damaged goods. Also, community service restorative practices are established to provide an opportunity to resolve issue. Also, if graffiti occurs, gang task experts will be consulted to see if danger is an issue for students as well to see if a student who might be affiliated with gang will have the opportunity to receive support interventions.
- Inventory, Identify and store valuable property
 - Computer Lab and all classrooms are locked nightly. Also, the computers are numbered in the lab and classrooms to be able to keep an inventor. Teachers keep inventory of their valuable

belongings at the beginning of the year in their classroom, as well as at the end of the year on a tracker that is sent to the Admin.

- Provide training for security personnel and staff
 - Training is provided to security and personnel staff during PD's where collaboration takes place. At the district symposium, break-off sessions related to position and responsibility occur.
- Engage students and the community in campus beautification projects
 - Students are invited to volunteer and beautify the school during lunch and after school as well as family days.
- Promote policy that weapons and drugs are not on campus
 - Our school policy prevents weapons and drugs from being on campus.

The Social Climate and the Physical Environment (Continued)

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

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

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Effective Communication is an essential component to creating a positive school climate. 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:

- Parents should encourage their child to talk with the teacher.
- Parents can encourage their child to talk with an administrator.
- 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. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstanding
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

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

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

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

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.).

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 or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

- Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.

- Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
- Behavior: Each student receives a ‘Behavior’ grade that is recorded on CoolSIS.
- Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
- CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exceeding the school’s expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.
- Communication: CoolSIS provides another effective method for parents, students and teachers and the school’s leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child’s academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school’s website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child’s education, and our teachers have the support of the families in doing so.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Our PTF supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school’s areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives

so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations. We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015

Safe and Orderly Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

MSA-2 maintains a physical environment that communicates respect for learning and for individuals and safety by:

- MSA-2 has a full time janitor on staff and utilizes the LAUSD custodial staff to keep the school clean. Students and teachers are encouraged to maintain classrooms that are clean, orderly and contribute to the learning environment.
- MSA-2 involves itself in the community through the Community Service Club which helps students find opportunities to volunteer in their community, through community food and charity drives, the School Site Council, the Parent Task Force, providing school representatives to the Balboa Town Council and painting murals in the community

Rules and Procedures on School Discipline

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

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast/Lunch Time:

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

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.

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

Assemblies:

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

Field Trips: 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.

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.

- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
 - Have a hall pass if you are outside of the classroom during class time.
 - Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

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

Classroom:

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

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include some of the following:

1. In Class Warning

2. Time Out from a Situation to reevaluate
3. Student-Teacher Conference
4. Detention / Parental Notification
5. Parent Conference
6. Office Referral & Administrative Disciplinary Procedures

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)

When a student receives negative twenty or more behavior points recorded on SIS, 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 Reflection Committee.

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

Unacceptable Types of Behavior and Consequences

All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act

that has a nexus with MPS or the school community and causes a substantial disruption to the normal operation of the School. In other words MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that causes a substantial disruption on the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of student to lawful student expression, as outlined in the MPS Student Expression Policy available in the office of each MPS school.

Multi-Tiered System of Response to Behavior

Universal

Examples of Classroom, Support and Teacher-Led Responses

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

Level 1 Infraction	Interventions
<ul style="list-style-type: none"> ● Invading personal space ● Antagonizing others ● Violation of school/class rules ● Horseplaying ● Violating off-limits/restricted area ● Habitually tardy and/or not being in assigned location ● Disrupting the learning environment/Off task ● Littering ● Not having proper materials, supplies, and/or equipment for class participation ● Inappropriate use of electronic devices ● Dress code violation ● Inappropriate language/actions (hurtful, vulgar, gossip, etc.) ● Passive participation in hurtful acts/words against others ● Public display of affection (holding hands, kissing, hugging, etc.) ● Refusing to cooperate and comply with school rules/personnel 	<p style="text-align: center;">School Wide PBIS Social-Emotional Learning Program Proactive Classroom Management Regular, Preemptive Communication with Families Classroom Incentives Seating, assignment, behavioral accommodations Conferencing with Student(s) and Parents Verbal correction and redirection Reminders, Role-Play, daily progress sheet Loss of Classroom Privileges Written and/or verbal reflection</p>

Selected

Examples of Support, Removal and Administrative Responses

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

Level 2 Infraction	Interventions
<ul style="list-style-type: none"> ● Using/possessing tobacco and/or lighter ● Violating traffic or safety regulations ● Encouraging other students to violate school rules ● Leaving school and/or school bus without permission ● Fighting and/or arranging altercations ● Using objects inappropriately (i.e., the use of an object to harm others or damage property) ● Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) ● Defacing and/or vandalism of school property ● Plagiarism/academic dishonesty ● Leaving school or classroom without permission (truancy) ● Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) ● Stealing and/or possessing stolen property ● Failure to attend to/complete assigned restorative action ● Gambling or Extortion ● Habitual violations of school/class rules ● Forgery of signatures ● Sexually explicit behavior ● Planning and/or arranging actions with malicious intent ● Writing or drawing obscene /profane language/pictures ● Harassment (i.e., physical, verbal, and sexual) ● Bullying/cyberbullying ● Violation of personal boundaries ● Refusing to cooperate and comply with school rules/personnel 	<p style="text-align: center;"> Behavioral Contract Self- Monitoring School-home Communication Adult or Peer Mentorship Utilize Check-in and Check-out System Intensive Academic and/or Social Support Reflection (lunch, after school, Saturday, etc.) Refer Student to SSPT Loss of Privileges Counseling Temporary Removal from class Extended school day </p>

Targeted/Intensive

Examples of support, removal and School Site Administrators and Home Office Responses. These responses address serious behavior and potential implications for

future harm. They promote safety of the school community and should be used in a progressive fashion.

See Categorical Offenses

Level 3 Infractions	Interventions
<ul style="list-style-type: none"> ● Physically assaulting with serious bodily injury ● Conduct or habits injurious to others (peers/authority) ● Using/possessing controlled and/or dangerous substances and/or paraphernalia ● Bullying (harassing, intimidating, cyberbullying) ● Fighting and/or arranging altercations ● Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law ● Harassment (i.e., physical, verbal, and sexual) ● Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) ● Causing a false fire alarm ● Making a bomb/explosive threat ● Encouraging other students to violate school rules ● Student hazing ● Using gang and/or secret society symbols/acts ● Inappropriate use of electronic devices ● Public displays of sexually explicit behavior ● Defacing and/or vandalism of school property ● Gambling ● Habitual violations of school/class rules ● Forgery of signatures ● Stealing and/or possessing stolen property ● Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) ● Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures 	<p>All Tier 1 and Tier 2 Interventions</p> <p>FBA Based Behavior Intervention Plans</p> <p>Teaching Replacement Behavior</p> <p>Home and Community Supports</p> <p>Self- Management Program</p> <p>Restricted Access</p> <p>In-school reflection and/or suspension</p> <p>Short-term out-of-school suspension</p> <p>Extended out-of-school suspension</p> <p>Request for alternate educational setting</p> <p>Recommendation for Expulsion</p>

Infractions Explained:

(See also the Enumerated Offenses and applicable procedures listed in Suspension and Expulsion Procedures)

Assaulting, Fighting and/or Arranging Fights

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

Bringing / Using Electronic Devices

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

Scholastic Dishonesty

Scholastic dishonesty includes (but is not limited to) plagiarism, cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. As a consequence, student will receive a failing grade on the assignment/test, and all other possible corrective strategies listed under the Behavioral Expectations table will apply as well.

Texting/Sexting

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

Disrupting Learning

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

Horseplay

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

Violating Uniform Policy

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

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

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

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

False Fire Alarms

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

Forgery of Signatures

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

Vulgarity, Profanity and Obscenity

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

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.

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. See also the MPS Policy Against Unlawful Harassment.

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.

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.

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.

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.

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.

Displaying Threatening Behavior

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

Bringing Weapon in School

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, 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.

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.

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.

Arson

Intentionally starting any fire or combustion on school property

Public Display of Affection

Public displays of affection are not allowed.

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

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

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.

Hate Crime Policies and Procedures

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.

Bullying and Cyber Bullying Prevention Policies and Procedures

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, national origin, 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.

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Safety Goals and Objectives

Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Component 1 - School Climate

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

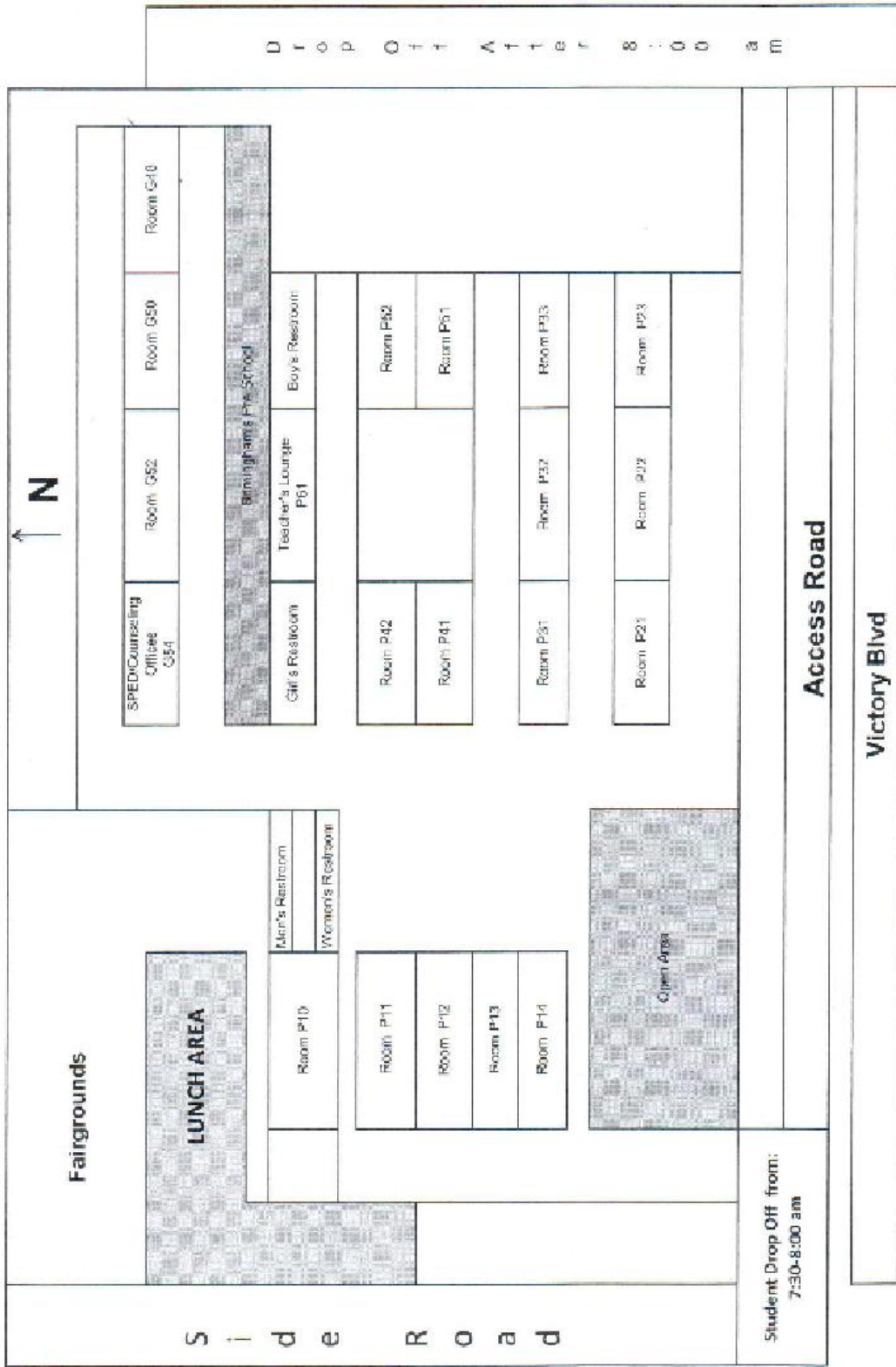
- Objective 1: Quarterly all employees will review the policies and procedures as noted in the comprehensive safe schools plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Component 2 - Physical Environment

Goal(s): Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

School Campus Map:



School Campus Evacuation Map:

