

2018-19 YU MING CHARTER SCHOOL ENROLLMENT AND DIVERSITY COMMITTEE

Draft as of 1/23/19

ENROLLMENT AND DIVERSITY COMMITTEE DESCRIPTION *pending approval of Board of Directors*

Overall Role:

The Enrollment and Diversity Committee's charge will be to gather stakeholder input, analyze recruitment and enrollment data, consult relevant research and with outside experts on diversity issues, and present policy proposals to the Board toward the goal of increasing the diversity of student enrollment at Yu Ming Charter School to that which is more representative of the residents of Alameda County. The committee will monitor the results of any changes to the enrollment policy and make further recommendations to the Board if additional changes need to be made.

Appointments:

- A member of the Board of Directors shall serve as the Chair of the Board Development Committee.
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant governance expertise, experience, and capacity to serve
- Appointments of the Chair shall be made annually in accordance with the bylaws.

Responsibilities:

- To gather stakeholder input on enrollment and lottery policies;
- To make recommendations to the Yu Ming Board on enrollment policy changes to reflect YM's diversity goals;
- To draft and submit to the Yu Ming biannual reports on diversity efforts to ACOE;
- To field questions and inquiries with regard to enrollment policies and procedures from current Yu Ming community as well as prospective applicants and their families;
- To develop a set of annual metrics for diversity and keep a record of progress;
- To support and sustain the outreach activities of Yu Ming's parent community to attract applicants from diverse backgrounds;
- To review Bylaws and policies to ensure compliance with state and federal laws while meeting the needs of the school;
- To evaluate its own work as a committee in achieving its objectives;

ENROLLMENT AND DIVERSITY COMMITTEE MEMBERS

The Enrollment and Diversity Committee is anticipated to include approximately 5-7 members. Members are asked to make a commitment for at least the school year. The committee will work with willing advisors where appropriate.

2018-19 Members:

Chair: Ron Lewis (proposed)

Members: Sue Park (Head of School), Maria Nakae (Yu Ming parent), Mimi Ho (Yu Ming parent), and Tim Sankar (Yu Ming parent)

FY18 - 19 ENROLLMENT AND DIVERSITY COMMITTEE ANNUAL PRIORITIES

2018-19 priorities	Progress
• Draft and deliver report to ACOE in 10/2018 and 4/2019	In Progress
• Support outreach activities of our parent volunteers	In Progress
• Work with admissions outreach team to refresh strategy to increase applications from Latino families	In Progress
• Support Head of School to develop procedures and implement changes from Equity Design Working Group	In Progress



Board of Directors
Thursday, January 24, 2019
AGENDA ITEM INFORMATION

Agenda Item	Yu Ming Comprehensive School Safety Plan
Time Allotted	
Summary	<p>Schools, districts, and counties must comply with California Education Code (EC) sections 32280–32289 to develop, revise, and update a Comprehensive School Safety Plan (CSSP). These plans must be approved annually by the school district or county office of education by March 1. Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans became law. This bill requires that during the writing and development of the (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.</p>
Type	Voting Item
Background	<p>The 2018-2019 Comprehensive School Safety Plan was developed following guidance provided by the CDE Comprehensive School Safety Plan Reminder, Legislative Update, and School Safety Resources dated January 3, 2019 and CDE Safe Schools Planning resources available on the CDE Safe Schools Planning web page</p>



	https://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp including the Safe Schools Plan Compliance Checklist .
Key Questions	
Attachments	Yu Ming Comprehensive School Safety Plan 2018-2019



Yu Ming Charter School Comprehensive School Safety Plan

2018-2019

Lower School (K-2):
1086 Alcatraz Avenue, Oakland, CA 94608

Upper School (G3-8)
675 41st Street, Oakland, CA 94609

Yu Ming Charter School Comprehensive School Safety Plan

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 - A. Role and Responsibilities
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 - 2. Deputy Incident Commander
 - 3. Command Staff - Emergency Operations Coordinator
 - 4. Command Staff - Safety Officer
 - 5. Command Staff - Training Coordinator – Principal/Student Support Services
 - 6. Command Staff - Public Information Officer

- 7. Plans Chief
 - 8. Operations Chief
 - 9. Logistics Chief
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 - B. Providing Shelter During An Emergency
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- A. Child Abuse And Neglect Reporting
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 - 1. Prohibited Unlawful Harassment
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 - 4. Harassment, Intimidation, Discrimination & Bullying Policy
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 - G. School Dress Code
 - H. Safe Ingress/Egress Procedures
 - 1. Classroom and School Volunteer, Visitation, and Removal Policy
 - 2. Transportation Safety Plan
 - 3. Drop-off And Pick-up Policy
 - I. Campus Security

I. The Comprehensive School Safety Plan Overview

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) which at Yu Ming is the Family Support Organization Council, as well as the school board. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety.

- Development of the 2018-19 School Safety Plan took place on January 14-18, 2019
- A hearing will be held on January 24, 2019 at the YMCS school board meeting
- The most current copy of the school plan is available in the school office for public review.

For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Cindy Liu, Director of Operations and Strategy
510-922-8631
cliu@yumingschool.org
675 41st Street,
Oakland, CA 94609

Reviewed and Approved by the undersigned members of the Yu Ming Safety Committee or School Site Council:

Authorized Representative Signature	Date
<hr/> Sue Park, Head of School	<hr/>
<hr/> Wei Shen, Teacher Leader (Teacher Representative)	<hr/>
<hr/> Cindy Liu, Director of Operations & Strategy (Classified Employee Representative)	<hr/>
<hr/> Briana Brown and Jhequela Perry, Family Support Organization Council Co-Chairs	<hr/>
<hr/> Eric Peterson, Board Chair	<hr/>
<hr/> Jinho Piper Ferreira, Alameda County Sheriff's Deputy (Law Enforcement Agency)	<hr/>
<hr/> Representative of Fire Department (Fire Department)	<hr/>

II. General School Information

School Profile

As a leader in Mandarin Immersion education, Yu Ming nurtures our inclusive and diverse community to become empowered, engaged and outstanding global citizens. We are a tuition-free charter public school located in Oakland, California serving students in Kindergarten to 8th grade from many racial, ethnic and socio-economic backgrounds. Through learning experiences that are purposeful, rigorous, and personalized we unlock each student's unique potential and nurture the necessary skills, mindsets, and values to make a positive impact in the world. Our model is anchored on four pillars: Academic Excellence, Mandarin Immersion Leadership, Whole Child Education, and fostering a Diverse, Equitable, and Inclusive Community. Yu Ming is the first Mandarin immersion public charter school in the state, and the only stand-alone Mandarin immersion public charter school in Alameda County. To learn more about our innovative school visit our website www.yumingschool.org.

2018-2019 enrollment: 447

Grades: K-8

Certificated teachers number (Admin included): 35

Classified staff number: 21

Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

School Site Council: Family Support Organization Council

Our Family Support Organization (FSO) Council and some of our Operations team staff collectively serve as our school site council for CSSP. The Family Support Organization (FSO) is the parent organization for Yu Ming and supports the school to achieve its mission and vision and to build a stronger community. The FSO supports the school in engaging families in ways that build community, leverage the skills of our talented parents, and better meet the needs of our diverse community. The FSO is made up of committees that offer parents a broad set of opportunities to support our school.

Name	Title/Role
Sue Park	Head of School
Cindy Liu	Director of Operations and Strategy
Andrea Siu	Operations Coordinator
Briana Brown and Jhequela Perry	FSO Co-Chairs, Parent Volunteer
Hua Wang	FSO Treasurer, Parent Volunteer
Casey Hatton	FSO Secretary, Parent Volunteer
Mikaela Johnson	FSO Committee Member, Parent Volunteer
Pam Connie	FSO Committee Member, Parent Volunteer
Maria Nakae	FSO Committee Member, Parent Volunteer

Brigitte Yeh	FSO Committee Member, Parent Volunteer
Chris Tarnas	FSO Committee Member, Parent Volunteer
Xiaoyan Wang	FSO Committee Member, Parent Volunteer
Karla Stine	FSO Committee Member, Parent Volunteer
Jenny Huang, Bette Tsai	FSO Committee Member, Parent Volunteer
Lisa Hilley, Lynna Tsou	FSO Committee Member, Parent Volunteer
Chris Tarnas	FSO Committee Member, Parent Volunteer

School Crime Status

Office Referral

2018-2019 total number of discipline referrals (not resulting in suspension or expulsion) as of December 31, 2018

Fighting or aggression	22
Theft	0
Cheating	0
Disruption or defiance	8
Others	11

Attendance rates/SARB data

School Year	Attendance Rate
2013-2014	98.0%
2014-2015	97.6%
2015-2016	97.6%
2016-2017	97.3%
2017-2018	97.3%

Suspension/Expulsion data

School Year	Suspension rate	Expulsion rate
2013-2014	1.4%	0.0%
2014-2015	2.3%	0.0%
2015-2016	1.0%	0.0%
2016-2017	0.3%	0.0%
2017-2018	0.0%	0.0%

III. Emergency Response Plan

Emergency Situation Parent Communication

In an emergency situation, School Directors will gather immediately to draft a plan to communicate with families. When deemed necessary, the Safety Response Team will use ParentSquare, our parent communication platform, to send out an urgent alert text message and phone call to every parent registered on the platform.

Emergency Response Plans

High Priority Emergency Situations

Fire Emergency Response	
Step 1 Fire Alarm	<ul style="list-style-type: none"> If there is a fire and the alarm has not been set off, any member witnessing the fire may initiate the fire alarm.
Step 2 Announcement	<ul style="list-style-type: none"> Safety Response Team Member will announce via phone speaker and walkie talkie <i>"Attention please, leave the building. Evacuate the building. Leave the building. Evacuate the building and listen for further instructions."</i>
Step 3 Walkie Talkie and backpacks	<ul style="list-style-type: none"> If walkie talkies are not already on, turn on walkie talkies to Channel 1. Classroom teachers to take Emergency Backpack and Emergency Contact Roster
Step 4 Evacuate	<ul style="list-style-type: none"> Staff and students will evacuate the building in a quiet and orderly fashion using emergency exit routes. We will meet at the Emergency Meeting Area: <ul style="list-style-type: none"> Alcatraz - Golden Gate Rec Center Basketball Courts MLK - Cement area in front of church doors Safety Response Team will ensure all classroom, hallways, cafeteria, kitchen, restrooms and offices are empty. Safety Response Team will search for any missing students and staff.
Step 5 Take roll	<ul style="list-style-type: none"> Once you arrive at the Emergency Meeting Area, take roll, and notify the Safety Response Team of any missing students. Stay in meeting area for further instruction.
Step 6 Further instructions & Return	<p>If there is minimal damage:</p> <ul style="list-style-type: none"> Safety Response Team will announce <i>"All clear. All Clear. Please return to your normal activity."</i> Staff and students will return to classrooms in a quiet and orderly fashion. <p>If there is damage to the campus:</p> <ul style="list-style-type: none"> Safety Response Team will enact the Reunification Plan at the site of evacuation, or where Law Enforcement Agency indicate.

Earthquake Emergency Response	
Step 1 Announcement	<ul style="list-style-type: none"> At the onset of an earthquake, Safety Response Team Member will announce via phone speaker and walkie talkie: <i>"Earthquake. Duck and cover. Earthquake. Duck and cover. Earthquake. Duck and cover."</i>
Step 2 Immediate response	<p>If indoors...</p> <ul style="list-style-type: none"> Turn away from windows, suspended objects or outside walls Drop to the floor, take cover under a desk, table or against an interior wall. Make your body as small as possible; cover head and neck while protecting chest. Hold position until the ground stops shaking or the Safety Response Team has announced over radios to begin Evacuation.

	<ul style="list-style-type: none"> If an aftershock occurs while you are exiting the building, "Drop, Cover and Hold On" until the shaking stops. <p>If outdoors...</p> <ul style="list-style-type: none"> Teachers get to a clear space (away from buildings, poles, overhead wires and other tall objects) call out to student, "Duck and cover" Students drop to ground, cover head and neck with arms. Watch for dangers that may demand movement. Be prepared to duck and cover again due to aftershocks. Hold position until the ground stops shaking or the Safety Response Team has announced over radios to begin Evacuation.
Step 3 Walkie Talkie and backpacks	<ul style="list-style-type: none"> If walkie talkies are not already on, turn on walkie talkies to Channel 1. Classroom teachers to take Emergency Backpack and Emergency Contact Roster
Step 4 Evacuate	<ul style="list-style-type: none"> Staff and students will evacuate the building in a quiet and orderly fashion using emergency exit routes. We will meet at the Emergency Meeting Area: <ul style="list-style-type: none"> Alcatraz - Golden Gate Rec Center Basketball Courts MLK - Cement area in front of church doors Safety Response Team will ensure all classroom, hallways, cafeteria, kitchen, restrooms and offices are empty. Safety Response Team will search for any missing students and staff.
Step 5 Take roll	<ul style="list-style-type: none"> Once you arrive at the Emergency Meeting Area, take roll, and notify the Safety Response Team of any missing students. Stay in meeting area for further instruction.
Step 6 Further instructions & Return	<p>If there is minimal damage:</p> <ul style="list-style-type: none"> Safety Response Team will announce <i>"All clear. All Clear. Please return to your normal activity."</i> Staff and students will return to classrooms in a quiet and orderly fashion. <p>If there is damage to the campus:</p> <ul style="list-style-type: none"> Safety Response Team will enact the Reunification Plan at the site of evacuation, or where Law Enforcement Agency indicate.

Active Shooter Emergency Response	
Step 1 Announcement	<ul style="list-style-type: none"> If an active shooter is identified, immediately announce via phone speaker and walkie talkies: <i>"Lockdown. This is a lockdown. Lockdown. All students and staff lockdown."</i>
Step 2 Call 911	<ul style="list-style-type: none"> Administrative staff to call 911 immediately and inform the operator that there is an active shooter or intruder in or around the school.
Step 3 Shelter	<ul style="list-style-type: none"> In the case of a shooting or suspected intruder, the first priority is to shelter students and staff. If you are... <ul style="list-style-type: none"> Outside of your classroom: bring students into the nearest classroom In the cafeteria: move to the nearest classroom. In the hallway: proceed to the nearest classroom, even if it is not your classroom and a class is already in there. Classroom teachers quickly glance outside the room and direct any students or staff into your room. Safety Response Team will check all common areas and restrooms for students and guide them to a lockdown location. Make sure walkie talkies are on and on Channel 1, please keep the volume as low as possible.
Step 4 Prepare the classroom	<ul style="list-style-type: none"> Close and lock doors. Close and lock windows and shut blinds. Turn off lights

	<ul style="list-style-type: none"> Keep students quiet.
Step 5 Hide	<ul style="list-style-type: none"> Direct students to hide in the classroom, please determine whether ducking quietly under their desks (“duck and cover”) or sitting along a wall or in a closet is the best location to hide. Move away from windows, try not to be visible from outside.
Step 6 Take roll	<ul style="list-style-type: none"> Take roll call as quietly as possible. Talk through walkie talkie at very low volume to alert the Safety Response Team if you have students missing from your classroom.
Step 7 Safety Team Search	<ul style="list-style-type: none"> Safety Response Team will locate all missing students.
Step 8 Release the room	<p>All three credentials must be satisfied before unlocking the door from the inside.</p> <ul style="list-style-type: none"> Credential 1: Door communication <ul style="list-style-type: none"> Safety Response Team will knock on the door with a pre-set pattern (i.e. “Knock-, knock-, knock knock knock”) AND Safety Response Team will also notify that it is someone from the Operations Team (i.e. “This is Andrea Siu”) Credentials 2: Walkie Talkie communication <ul style="list-style-type: none"> Safety Response Team contact each specific classroom via walkie talkie notification (“Room 1, This is Andrea Siu, all clear to unlock the door.”) Credential 3: Paper communication <ul style="list-style-type: none"> Safety Response Team will slide a BLUE sheet of paper under the door from outside the classroom to the inside. Staff inside classroom will have to slide a PURPLE piece of paper under the door to the outside of the classroom in response as the confirmation of receiving the true release order. Do not slide the paper back if the intruder is inside of the room. The purple paper is usually by the door.

Bomb Threat (By Phone) Emergency Response	
Step 1 Answer the call	<ul style="list-style-type: none"> Notify Administrative Staff immediately <ul style="list-style-type: none"> MLK: Celia Pascual, Wendy Larson, Cindy Liu ALC: Xinyi Xu, Andrea Siu, Christina Edwards Try to maintain the caller on the line and obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns, background noise, identifying location).
Step 2 Call 911	<ul style="list-style-type: none"> Administrative staff to call 911 immediately and inform the operator that there is a current bomb threat on another phone line and provide the number of the line.
Step 3 Team Touchbase	<ul style="list-style-type: none"> Immediately gather the Safety Response Team Make quick discussion based on the information from the call and decide <ul style="list-style-type: none"> Whether the students should duck and cover How to evacuate students in the area where the bomb is claimed to be at Whether we should evacuate all students Other response plan impacted by the bomb threat information
Step 4 Announcement	<ul style="list-style-type: none"> Safety Response Team staff will make announcements as soon as possible over the phone speaker, with the signal <ul style="list-style-type: none"> If duck and cover: “Emergency. Duck and Cover. Emergency. Duck and Cover.” If evacuate: “Emergency. Leave the building. Evacuate the building. Emergency. Leave the building. Evacuate the building.” If other instructions are more appropriate, make announcements accordingly.

Step 5 Cover/Evacuate	<ul style="list-style-type: none"> • If walkie talkies are not already on, turn on walkie talkies to Channel 1. Classroom teachers to take Emergency Backpack and Emergency Contact Roster • Use radios, two-way radios and phones only if absolutely necessary as the frequencies may set off the bomb(s). • Based on the announcement, duck and cover or evacuate using same order and routes as fire/earthquake
Step 6 Take roll	<ul style="list-style-type: none"> • Take roll, and notify the Safety Response Team of any missing students. • Stay for further instruction.
Step 6 Safety Team Search	<ul style="list-style-type: none"> • Before emergency crews are on campus, do not search for any bomb, or explosive. • Search only for people who should be evacuated.
Step 8 Further instructions & Return	<ul style="list-style-type: none"> • Do not resume school activities until Safety Response Team announces <i>"All clear. All Clear. Please return to your normal activity."</i> • If deemed necessary, Safety Response Team will enact the Reunification Plan at the site of evacuation, or where Law Enforcement Agency indicate.

Bomb Threat (By Suspicious Object) Emergency Response	
Step 1 Discover the object	<ul style="list-style-type: none"> • Notify Administrative Staff immediately <ul style="list-style-type: none"> ○ MLK: Celia Pascual, Wendy Larson, Cindy Liu ○ ALC: Xinyi Xu, Andrea Siu, Christina Edwards • Do not touch the object but note any identifying features to describe it to the Safety Response Team and Emergency crews (Fire Department or Police Department) • Keep students away from the vicinity of the suspicious object
Step 2 Call 911	<ul style="list-style-type: none"> • Administrative staff to call 911 immediately and inform the operator that there is a current bomb threat on another phone line and provide the number of the line.
Step 3 Team Touchbase	<ul style="list-style-type: none"> • Immediately gather the Safety Response Team • Make quick discussion based on the information from the call and decide <ul style="list-style-type: none"> ○ Whether the students should duck and cover ○ How to evacuate students in the area where the bomb is claimed to be at ○ Whether we should evacuate all students ○ Other response plan impacted by the bomb threat information
Step 4 Announcement	<ul style="list-style-type: none"> • Safety Response Team staff will make announcements as soon as possible over the phone speaker, with the signal <ul style="list-style-type: none"> ○ If duck and cover: <i>"Emergency. Duck and Cover. Emergency. Duck and Cover."</i> ○ If evacuate: <i>"Emergency. Leave the building. Evacuate the building. Emergency. Leave the building. Evacuate the building."</i> ○ If other instructions are more appropriate, announce accordingly.
Step 5 Cover/Evacuate	<ul style="list-style-type: none"> • If walkie talkies are not already on, turn on walkie talkies to Channel 1. Classroom teachers to take Emergency Backpack and Emergency Contact Roster • Use radios, two-way radios and phones only if absolutely necessary as the frequencies may set off the bomb(s). • Based on the announcement, duck and cover or evacuate using same order and routes as fire/earthquake
Step 6 Take roll	<ul style="list-style-type: none"> • Take roll, and notify the Safety Response Team of any missing students. • Stay for further instruction.
Step 7 Safety team search	<ul style="list-style-type: none"> • Before emergency crews are on campus, do not search for any bomb, or explosive. • Search only for people who should be evacuated.
Step 8 Further instructions	<ul style="list-style-type: none"> • Do not resume school activities until Safety Response Team announces <i>"All clear. All Clear. Please return to your normal activity."</i>

& Return	<ul style="list-style-type: none"> • If deemed necessary, Safety Response Team will enact the Reunification Plan at the site of evacuation, or where Law Enforcement Agency indicate.
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Other Emergency Situations

Flood/Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

1. School Directors will assess the situation
2. Safety Response Team will make an announcement over the phone speaker and walkie talkie to evacuate, stand by, stay indoors or may release students to go home.
3. Safety Response Team will listen to the battery or crank-operated radio for further emergency information.

Electrical/Gas/Water Failure

1. Business Manager will notify the electrical company (PG&E) at 800-743-5000 and/or the Fire Department at 510-444-1616. Water main break will require notification of EBMUD at 510-835-3000.
2. Safety Response Team will make an announcement over the PA or megaphone to evacuate or stand by.
3. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Chemical Spill/ Biological Threat

If substance released indoors:

1. Safety Response Team will make an announcement over the phone speaker or walkie talkie to evacuate the building.
2. Safety Response Team will call 911 and the Office of Environmental Health Hazard Assessment (OEHHA) at 916-323-2514 to check chemical safety data.
3. Safety Response Team locks or ropes off area – DO NOT TOUCH ANYTHING.
4. Evacuate room and TURN OFF air conditioning system.
5. If N95 masks are accessible, all staff and students should place them over their noses and mouths.
6. Any persons who contacted the substance should wash with soap and water in the bathroom. Contaminated clothing should be immediately removed. Contaminated persons should remain in the bathroom separate from the general school population. A list of contaminated persons should be provided to the Principal.
7. Safety Response Team should check for chemical safety data to determine clean-up procedure with custodians.

If substance released outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) School Directors will determine if students should be evacuated.
2. Safety Response Team will make an announcement over the PA or megaphone to evacuate the building or stay indoors.
3. Close doors and windows and TURN OFF air conditioning system.
4. If N95 masks are accessible, all staff and students should place them over their nose and mouth.
5. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
6. Any persons who contacted the substance should wash with soap and water in the bathroom. Contaminated clothing should be immediately removed. Contaminated persons should remain in bathroom separate from the general school population. A list of the contaminated people should be provided to the Principal.
7. Give first aid.
8. Do not reopen the school campus until ALL CLEAR response activated by Safety Response Team.

Explosion

If explosion is indoors on school campus:

1. All drop down to the floor and DROP AND COVER.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. After the initial blast, the Safety Response Team will consider the possibility of another imminent explosion, call 911 and elect the appropriate response which may include stay indoors or evacuate the building.
6. Once safely assembled in the Emergency Meeting Area, Teachers will take roll and report missing persons to the Safety Response Team.

If explosion is outdoors in surrounding areas:

1. Safety Response Team will activate STAY INDOORS.
2. Safety Response Team will call 911.
3. All remain indoors until the ALL CLEAR signal is given by the Safety Response Team.

Death/Suicide

1. Head of School and all School Directors will be notified in the event of a death or suicide on campus.
2. Safety Response Team will phone 911 and the Alameda County Office of Education 510-887-0152.
3. Safety Response Team will activate STAY INDOORS.
4. Communication and Development Manager will control and organize media.
5. Safety Response Team or School Directors will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
6. Assigned person(s) will ensure that counseling services are available as soon as possible.

Adaptation for Students with Disabilities

In the event of an emergency, students with disabilities will have an additional staff person assigned to their classroom. The additional staff person will assist the student and teacher during the emergency response.

At the ALC campus, the designated staff member will be trained in using the lift, and be responsible to help their student get to the lift and evacuate.

Students with disabilities will also have a pre-designated locations in their classrooms that are reserved for them during lockdown, shelter in place and earthquakes.

Reunification Plan

After an emergency situation is resolved, if deemed necessary, we will initiate the reunification process where all students must be picked up by a parent, guardian, or authorized caregiver.

Reunification from Classrooms

Step 1 Return	<ul style="list-style-type: none">Teachers will lead their students to return to homeroom classrooms quietly.
Step 2 Role Assignment	Safety Response Team will assign members to the following roles: <ul style="list-style-type: none">(1) Identifier: to located at Point of Entry, equipped with a list of students and their parents(2) Runners: to retrieve students from classrooms(1) Guard at Point of Exit: to prevent unauthorized entrance
Step 3 Area Designation	The Safety Response Team will designate the following areas and mark with signage <ul style="list-style-type: none">Alcatraz Campus<ul style="list-style-type: none">Point of Entry - Alcatraz Front DoorReunification Point - Art RoomPoint of Exit - Playground GateFirst Aid Station - OfficeMLK Campus<ul style="list-style-type: none">Point of Entry - MLK Front GateReunification Point - CafeteriaPoint of Exit - School Exit to Parking LotFirst Aid Station - Office
Step 4 Student Release Procedure	<ul style="list-style-type: none">Parents will come to the Point of Entry and fill out a Student Release Form with the student name, grade and class and provide proof of identity.The Identifier on the Safety Response Team will be at the Point of Entry with a list of students and their parents, and will verify all information.Once identity is verified, a Runner will collect the Student Release Form and retrieve the student from their classroom and bring them to the Reunification Point. The parent will be directed to the Reunification Point as well.Support Services will be available at the Reunification PointOnce the parent and the student are ready to leave, they will be escorted through the Point of Exit.

Reunification from Evacuation Point

Step 1 Line-up	<ul style="list-style-type: none">Students will line up with their homeroom teacher and sit quietly. Classes will be lined up according to grade.
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Step 2 Role Assignment	<p>Safety Response Team will assign members to the following roles:</p> <ul style="list-style-type: none"> • (1) Identifier: to located at Point of Entry, equipped with a list of students and their parents • (2) Runners: to retrieve students from classrooms • (1) Guard at Point of Exit: to prevent unauthorized entrance
Step 3 Area Designation	<p>The Safety Response Team will designate the following areas and mark with signage</p> <ul style="list-style-type: none"> • Alcatraz Evacuation Point - Golden Gate Park (to be designated at the time of emergency depending on access to Golden Gate Recreation Center's indoor facility) <ul style="list-style-type: none"> ○ Point of Entry ○ Reunification Point ○ Point of Exit ○ First Aid Station • MLK Campus - Parking Lot Area <ul style="list-style-type: none"> ○ Point of Entry - MLK Front Gate (if possible) or another specified location according to situation ○ Reunification Point - Cafeteria (if possible) or another specified location according to situation ○ Point of Exit - School Exit to Parking Lot (if possible) or another specified location according to situation ○ First Aid Station - Office (if possible) or another specified location according to situation
Step 4 Student Release Procedure	<ul style="list-style-type: none"> • Parents will come to the Point of Entry and fill out a Student Release Form with the student name, grade and class and provide proof of identity. • The Identifier on the Safety Response Team will be at the Point of Entry with a list of students and their parents, and will verify all information. • Once identity is verified, a Runner will collect the Student Release Form and retrieve the student from their classroom and bring them to the Reunification Point. The parent will be directed to the Reunification Point as well. • Support Services will be available at the Reunification Point • Once the parent and the student are ready to leave, they will be escorted through the Point of Exit.

Safety Response Team

Name	Role
Alcatraz Campus	
Andrea Siu (Lead)	Operations Coordinator
Xinyi Xu	Director of Lower School
Christina Edwards	Behavior Support and ECP Manager
Wei Shen	Dean of Students and Instruction
Daaiyah Shabazz	Lunch and Recess Coordinator
MLK Campus	
Cindy Liu (Lead)	Director of Operations and Strategy
Celia Pascual	Director of Upper School
Wendy Larson	Business Manager
Cindy Nguy	Communication and Development Manager
Bethany Avila	Health Service Coordinator
Hiram Jamison	Technology Specialist and ECP Manager

Emergency Drill Schedule

It is the Operations Team's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The following drills are required:

- **Fire Drill:** At least once per quarter, a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building.
- **Earthquake Drop & Cover Drill:** This drill should be performed twice per school year.
- **Major Disaster Drill:** This drill should be performed twice per school year so personnel are oriented to the School's Major Disaster Plan.
- **Lock Down Drill:** This drill should be performed twice per school year.

Below is the drill schedule for our 2018-2019 school year:

Drill	Date	Day	Alcatraz	MLK
Fire 1	9/20/18	TH	9:40 AM	11:00 AM
Earthquake 1	10/18/18	TH	9:00 AM	1:45 PM
Lock Down 1	11/13/18	TU	1:00 PM	2:00 PM
Fire 2	12/10/18	MO	1:00 PM	2:10 PM
Bomb Threat	1/9/19	WE	11:10 AM	11:00 AM
Earthquake 2	2/26/19	TU	1:00 PM	1:20 PM
Fire 3	3/27/19	WE	11:10 AM	11:00 AM
Lock Down 2/Fire 4 Combined Drill	4/16/19	TU	1:00 PM	1:20 PM
Tentative (Placeholder)	5/23/19	TH	9:00 AM	11:00 AM

**Dates and times are subject to change.*

Training

We provide training on emergency drills to teachers and staff during our beginning of the year professional learning week as well as on the professional learning day on each Friday before the drill. We also send out email reminder on the drill procedures one day before the drill to remind the teachers.

Teachers conduct trainings for students according to their own schedule.

Safety Response Team developed checklists for every type of drill. We consolidate feedback for improvement after each drill, update our drill procedures as needed, and re-train the teachers and students accordingly.

Emergency Contact Datasheet

Emergency Phone Numbers

Entity	Number
Emergency	911
Oakland Police Department	510-777-3211
Oakland Fire Department	510-444-1616
American Red Cross	510-595-4400
Oakland Office of Emergency Services	510-238-3938
Summit Medical Center Emergency Department	510-869-8700
Highland Hospital Emergency/Trauma Department	510-437-4559

Kaiser Oakland Hospital	510-752-1000
Pacific Gas And Electric	800-743-5000
Ebmud Water	510-835-3000
Alameda County, Poison Center	800-222-1222
Office of Environmental Health Hazard Assessment	916-323-2514

Emergency Broadcast Stations

- KCBS 740AM
- KGO 810AM
- KNBR 680AM
- Radio Oakland 530AM

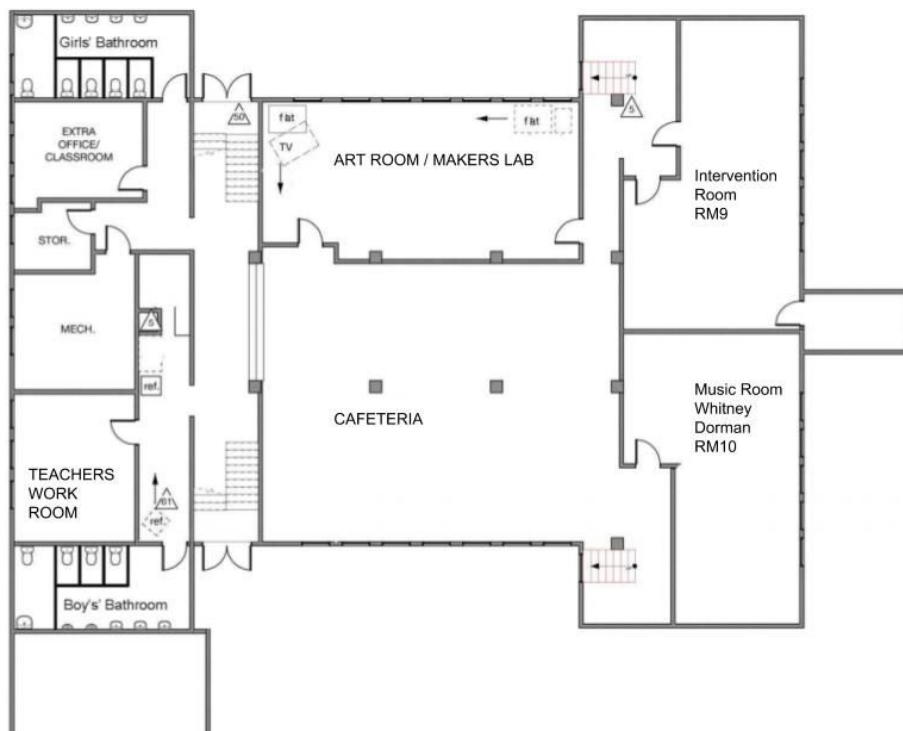
School Maps

Alcatraz Campus - Street Level



UPDATED: 08/05/16

Alcatraz Campus - Basement Level



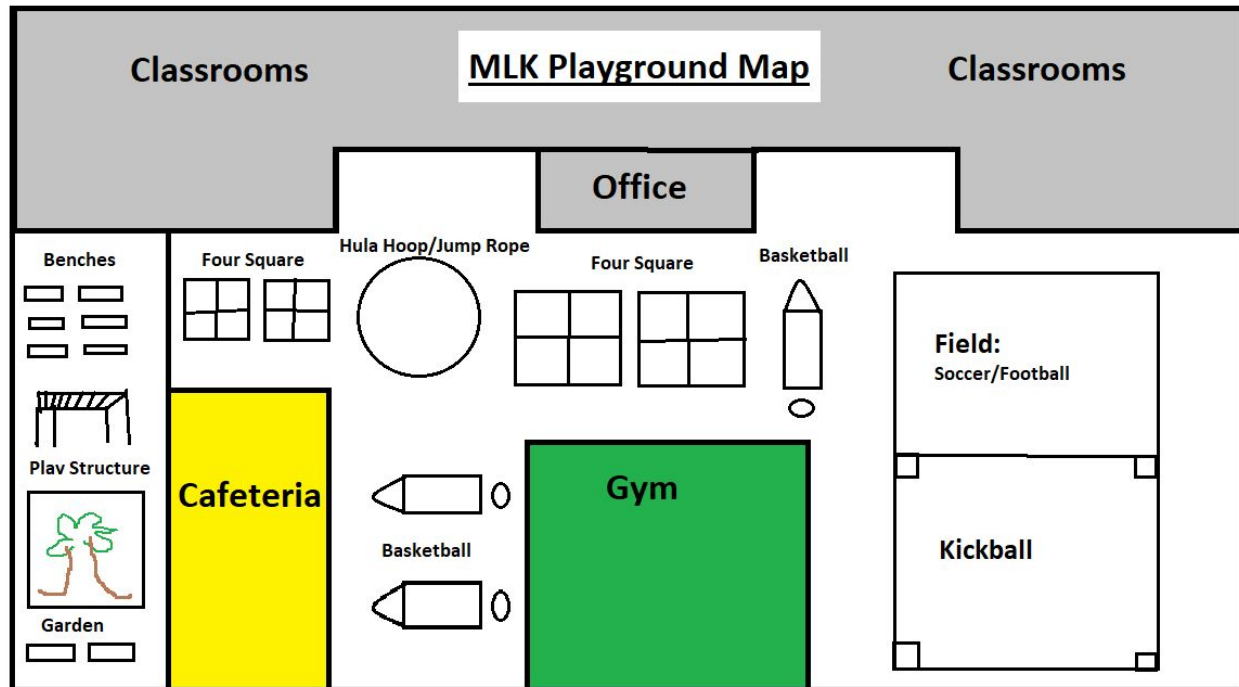
UPDATED: 08/05/16

Alcatraz Campus - Blacktop Area



UPDATED: 08/05/16

MLK Campus



IV. SEMS (Standardized Emergency Management System Plan)

Roles and Responsibilities

Incident Commander

- MLK: Cindy Liu
- Alcatraz: Andrea Siu

The Incident Commander is the decision maker for the impacted school who is responsible for emergency operations to ensure safety of students, staff and others who are on campus. The Incident Commander shall remain at the Command Center to observe and direct all operations. Below is a checklist of responsibilities (can be delegated).

1. Assume command
2. Communicate a "signal" to the students and staff identifying the type of emergency
3. Call 911
4. Notify Assistant Principals, Campus Supervisors, Support Staff, and on-campus child care of the emergency
5. Call ESC 933-8800 ext. 0. Switchboard will initiate the phone tree and contact Superintendent
6. Activate the Emergency Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
7. Conduct initial briefing with the Command Staff
8. Monitor local emergency radio stations for local news
9. Utilize your Deputy Incident Commander to cover the Command Center, take regular breaks (5 minutes each hour, away from the Command Center)
10. Create an action plan with specific objectives including strategies to review and evaluate
11. Make provisions for language translators
12. Release teachers, as appropriate
13. Superintendent/Public Information Officer Review all incident information before release to the news media, parents or general public
14. Signal all-clear (Police Only will signal; if present)
15. Begin "Student Release Procedures" when appropriate. Only Superintendent can direct that students be sent home before the end of the regular school day.
16. Create an action plan with specific objectives for returning to normal operations
17. Debrief staff, parents/community, and students

Deputy Incident Commander

- MLK: Wendy Larson
- Alcatraz: Xinyi Xu

The Deputy Incident Commander assists the IC and takes over the duties of the IC if the IC is absent, has to leave or is unable to do his/her job. Below is a checklist of responsibilities

1. Report to, attend briefings, and assist the IC
2. Keep unauthorized people away from the IC
3. Responsible for Emergency Plans

Command Staff - Emergency Operations Coordinator

- MLK: Cindy Liu
- Alcatraz: Andrea Siu

The Emergency Operations Coordinator facilitates the overall functioning of the Command Staff. Below is a checklist of responsibilities.

1. With the assistance of the Liaison Officer, coordinate outside agencies and define roles/responsibilities
2. Report to IC and attend briefings
3. Assist unit coordinators (Plans, Operations, Logistics and Finance), as needed
4. Indicate the process for emergency declarations
5. Develop status boards
6. Maintain a “position” log of staff
7. Monitor Command Staff for signs of stress or under-performance
8. Fill any unstaffed positions

Command Staff - Safety Officer

- MLK: Celia Pascual
- Alcatraz: Xinyi Xu

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances. The Safety Officer is the only person other than the IC who has the authority to stop an authorized plan from being put into action. Below is a checklist of responsibilities.

1. Attend briefings with IC
2. Monitor, assess, and correct operational activities for dangerous and unsafe conditions
3. Monitor stress levels of personnel involved in the response
4. If directed by IC, turn off gas supply, water supply and/or electricity
5. Oversee “Logistics” for equipment and supplies

Command Staff - Training Coordinator – Principal/Student Support Services

- MLK & Alcatraz: Andrea Siu

The Training Coordinator is responsible for all training prior to the incident. Below is a checklist of responsibilities.

1. Attend briefings with IC
2. Train staff prior to an emergency

Command Staff - Public Information Officer

- MLK & Alcatraz: Cindy Nguy

The Public Information Officer acts as the official spokesperson for the school/district site in an emergency situation. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming. Below is a checklist of responsibilities.

1. Contact Head of School, School Board, School Directors, and Families as appropriate.
2. Contact Director of Special Education to assign psychologists and counselors to the site (do you need bilingual assistance?).
3. Attend briefings with IC
4. Identify yourself as the “PIO” with a vest, visor, sign, etc.
5. Establish a media information center away from the command post and students.
Advise arriving media that the site is preparing a press release and approximate time of its issue.
6. Statements to media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information school wishes to be released to the public.
7. Convey that everything is going to be O.K., Answer questions completely and truthfully. Avoid speculation, bluffing, lying, talking off the record, arguing and using the phrase “No comment.” Repeat what you want the press to hear.
8. Ensure announcements and other information are translated into other languages as needed.
9. Assist with rumor control
10. Keep all documentation to support the history of the event
11. Remind staff and volunteers to refer all questions from media or waiting parents to the PIO.
12. Monitor new broadcasts about incident; correct any misinformation heard.

Plans Chief

- MLK & Alcatraz: Cindy Liu

The Plans Chief oversees the function of the action plan by documenting, disseminating information, assessing the seriousness of the incident, demobilization, etc. Staff is assigned to assist with these jobs. Below is a checklist of responsibilities.

1. Attend briefings with IC
2. Documentation Team
 - a. Develop, distribute, and document all actions and site maps
 - b. Receive and record student/staff attendance rosters
 - c. Collect completed student release forms from the Parent Emergency pick-up location
 - d. Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
3. Message Team
 - a. Maintain a message board
4. Communication Team
 - a. Record, collect, and evaluate information (keep all original notes – they are legal documents)
 - b. Monitor radio for local news
 - c. Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.

5. Damage Assessment Team
 - a. Report damage to Plans Chief who will report to IC
 - b. Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
6. Demobilization Team
 - a. Deploy and supervise personnel as needed to gather and assess intelligence information
7. Disaster Plan Update Team
 - a. Provide ongoing analysis of situation to Plans Chief who will report it to IC
 - b. Report status of resources
 - c. Prepare estimates of incident escalation or de-escalation
 - d. Report missing, absent, and medical students/staff to IC
8. Web Page Update Team
 - a. Using the school's or district's web page, communicate disaster updates to the community

Operations Chief

- MLK & Alcatraz: Cindy Liu

The Operations Chief exercises the functions of the operation by carrying out the plan, developing tactical objectives and directing all resources. Staff is assigned to assist with the jobs. Below is a checklist of responsibilities

1. Attend briefings with IC
2. Search and Rescue Team
 - a. Remain in contact with Operations Chief by radio
 - b. Search rooms both visually and vocally. Use chalk, grease pencil, etc. to mark slash (/) on door when entering room, and when leaving room complete search by closing slash in (X) on door.
 - c. As rooms are reported clear, radio to Operations Chief to mark "C" on site map
 - d. Utilize other teams as needed (Patient Transport, Morgue and First Aid). Do not use names of students/staff on radio/map
 - e. Record Triage on site map (I – Immediate; D – Delay; and DEAD – Dead)
3. Facilities/Hazardous Materials Team
 - a. Report gas/water leaks, fires or structural damage, to Operations Chief (gas, water and electricity shut-off needs approval of IC. Use yellow caution tape where necessary
 - b. Record assessment of facilities and hazardous materials on site map
 - c. Photograph damage if possible before repair
4. Security Team
 - a. Lock gates and secure major external doors
 - b. Verify that campus is locked down to Operations Chief, who will report it to IC
 - c. Report non-staff and non-students to Operations Chief, who will report it to IC
 - d. Route all parents to "Parent Pick-up Area"
5. Patient Transport and Morgue Team

- a. Transport patients to First Aid; do not transport to morgue unless directed by Operations Chief
 - b. Mark DEAD on tag listing date/time found, exact location found, name of DEAD, person who identified, and name of person filling out tag; attach one tag to DEAD and one tag to plastic bag if body is in bag
- 6. Medical-First Aid Team
 - a. Keep accurate records
 - b. Report deaths immediately to Operations Chief who will report it immediately to IC
 - c. Establish what I-Immediate and D-Delayed treatments will be
 - d. Consult with Wing Leaders regarding health care, medications, and meals for students and staff with known medical conditions (asthma, diabetes, etc.)
 - e. Establish scope of disaster with Operations Chief and determine probability of outside emergency medical support and transport needs. Emergency card must accompany student removed from campus to receive advanced medical treatment
- 7. Parent Pick-up Team (in reunification process)
 - a. Designate "Request Area/Gate" and "Release Area/Gate" for parents to pick-up; mark with signs
 - b. Verify that adult completing student release form is on student's emergency card; retain form for record
 - c. If student is in class, have runner go to class and bring student to pick-up area
 - d. Release younger students first
 - e. Escort parent to Safety Response Team if student is missing or with Search and Rescue Team
 - f. Escort parent to medical area if student is receiving treatment
 - g. Teachers/Staff Wing Leaders
 - h. Liaison between teams and students/staff for communication, assistance, etc.
 - i. Assist teachers with attendance; buddy system and supervisor, if needed
- 8. Shelter Set-up Team
 - a. Sleeping/living areas should be 40 square feet per person and good ventilation
 - b. Designate storage area for food and supplies that can be accessed by truck
 - c. Improvise toilets, if necessary using 5 gallon buckets/trash cans and trash liners
 - d. Keep medication locked up, if possible

Logistics Chief

- MLK & Alcatraz: Andrea Siu

The Logistics Chief is responsible for providing facilities, personnel, services and resources to meet the needs of the incident. Below is a checklist of responsibilities.

- 1. Attend briefings with IC
 - a. Supply Teams (Command, Search and Rescue, Medical, Student/Staff, Transport, Morgue, and Builders/Sanitation)
 - b. Maintain a visible chart of resources

- c. Determine water supply needs (1/2 gallon/day/person and 5 gallons/day for other uses)
 - d. Determine food supply needs (2500 calories/day/person; approximately 3 ½ pounds unprepared food)
 - e. Obtain supplies other than food and water
 - f. Provide ability to transport staff/students if necessary throughout city (i.e. medical, etc.)
2. Builders/Sanitation Team
 - a. Set up food preparation facilities, command post shelter area, parent pick-up area, supply check-out area, medical area, assembly area, morgue, etc.
 - b. Obtain sanitary supplies (1 toilet/40 persons; 6 toilets/200 persons; 14 toilets/500 persons)
 - c. Maintain computer support

Finance Chief

- MLK & Alcatraz: Wendy Larson

The Finance Chief is responsible for monitoring costs related to incident, procurements, claims and community helpers. Below is a checklist of responsibilities.

1. Attend briefings with IC
2. Claims/Procurements /Community Helpers Team
 - a. Track financial records, staff hours, purchasing, etc.
 - b. Complete state and federal claim forms for IC
 - c. Make prior agreements with close stores (i.e. Vons, etc.) for supplies
 - d. Make prior arrangements with community helpers (i.e. retired doctors, etc.)
 - e. Do a cost analysis of incident/disaster

Providing Shelter During An Emergency

Yu Ming Charter School will provide its facility as an Emergency shelter for its staff and students and families during an emergency. The Red Cross has deemed both campuses insufficient to be a Emergency Community Shelter, as we cannot provide a large enough space and not all spaces are handicap accessible.

V. School Safety Practices, Policies and Procedures

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

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

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Climate for Learning and Growth

At Yu Ming Charter School we strive to create a culture of community built on caring and nurturing relationships so that students and all members of the community feel a sense of belonging and responsibility. We strive to create an environment that is engaging, warm, and conducive to learning. Yu Ming Charter School fosters a commonality of purpose and a sense of cohesiveness among parents, school staff, and the community-at-large.

Five Keys to a Positive School Climate and Culture

1. All students and adults feel welcomed, respected, and connected to the school.
2. Clear behavioral expectations are affirmed, modeled, taught, practiced, and assessed.
3. The entire school community supports a positive, high-performing learning culture.
4. The school promotes students' personal, social, emotional, civic, and ethical development, in alignment with their academic development.
5. Students' individual learning styles are honored and supported, as well as their practices in school citizenship.

Bullying

Yu Ming Charter School does not tolerate bullying or intimidation of any kind and will respond to such instances in accordance with its disciplinary procedures. The policy's intent is to address

this issue in a proactive manner through the establishment of a system for educating students and staff at the school level regarding the identification, prevention, intervention, and reporting of such acts. Students and families are asked to submit any complaints of discrimination, hazing, harassment, bullying or retaliation to the Head of School. See sections in this Handbook and Appendix entitled Code of Conduct, Suspension and Expulsion, Policy Against Harassment and Sexual Harassment, Harassment Intimidation Discrimination and Bullying Policy.

Code of Conduct

The purpose of Yu Ming Charter School's Code of Conduct is to create an environment in which all students can reach their full potential. In order to do this, staff, students and parents must work together to create a respectful and safe learning environment. Through our code of conduct we will maximize instructional time for students to reach their academic potential and continually engage students in dialogue concerning what it means to be a good scholar citizen.

Goals & Outcomes

- To promote equality through a code of conduct that is understood by all students and applied fairly
- To ensure a safe learning environment for our students
- For students to understand the consequences of their actions and to take responsibility for them
- To maximize instructional minutes thereby giving our students access to a quality education
- To teach the school's core values and to determine what it means to be a good citizen
- To provide the skills necessary for students to self-regulate and choose appropriate behavior

Yu Ming Charter School uses the term 'Rules and Logical Consequences' to describe both the proactive steps we take in school to ensure positive behaviors and the reactive disciplines, both of which are necessary to meet expectations and build positive habits. Rules are the proactive guidelines that are set up in the school to help the students and teachers achieve their goals for the year. These rules are stated in the positive and are generated through in-class discussion at the beginning of the year.

Establishing a Positive School Environment

In order to ensure an environment that is conducive for all its students to learn, Yu Ming Charter School has a system of behavioral expectations, procedures, and interventions that is fair, consistent, accountable, and supportive, and is aligned with the school's mission. Consequences and interventions are designed to help students act responsibly and understand the effects of their negative behavior, and to learn to practice behaviors that are more skillful, responsible, and productive.

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports is a school-wide system that teaches behavioral expectations explicitly, using a small number of behavioral expectations that are positively stated and easy to remember. PBIS as a system and process helps to ensure a consistent

approach to discipline across the school so students are clear of what is expected of them throughout the campus.

Responsive Classroom

Responsive Classroom is a research- and evidence-based approach to elementary education that leads to greater teacher effectiveness, higher student achievement, and improved school climate. Teachers in our school are Responsive Classroom trained and are expected to use those best practices throughout the day.

Compass

Compass is a social-emotional skill building model for human development that is integrated in Yu Ming's program at every grade. It is designed to guide growth and development towards well-being in all aspects of what it means to be human. The Compass is a rich symbol that has embedded within it dimensions, disciplines, and habits meant to guide personal development both individually and in relationships. Working the Compass communally happens primarily through the practice of Circle, a value-based, community development approach. It represents a group of people who are committed to pushing themselves and each other to be exemplary as individuals, in relationships, and in the community. Badge work is completed individually by scholars and faculty and engaged with in Circle. All faculty participate in faculty Circles and teachers facilitate scholar Circles.

Toolbox

TOOLBOX™ is an elementary program that supports children in understanding and managing their own emotional, social, and academic success. The foundation of TOOLBOX is 12 human capacities that reside within all of us. Through its simple and profound metaphor of Tools, TOOLBOX brings forward a set of skills and practices that help students access their own inner resilience at any time, in any context.

Responding to Misbehavior

The number one priority of responding to misbehavior is to stop the misbehavior and restore positive behavior as quickly as possible.

To manage and eliminate student misbehavior the teachers and school will utilize a variety of strategies. Teachers will establish a positive classroom culture and encourage good behavior choices of students through the following strategies: redirection, reminders, and reinforcement. When in spite of these best efforts misbehavior occurs, logical consequences will be used. Logical consequences can help children see the connection between their behavior and the effect it has on others. A logical consequence is not a punishment. The consequence is directly related to the child's action, is realistic for them to accomplish and is communicated with respect. A student who breaks classroom or school rules has his/her behavior addressed through the following steps:

1. *Redirect Behavior* – All misbehaviors are addressed and redirected with the use of visual and verbal cues. Examples include, eye contact, a nod at the child, a hand signal, saying the child's name and increased teacher proximity. Following these cues the teacher points out the misbehavior to the student, warns him/her and directs the student to stop or change the behavior. This may include re-teaching, reminder or

modeling of appropriate behavior.

2. *“Logical Consequences”* – The teacher addresses subsequent violations of classroom or school rules by giving the student a logical consequence.

In some cases problem-solving strategies other than logical consequences are needed including role playing/ interactive modeling, class meetings, student conferences.

3. *Referral* - Continued misbehavior will result in the intervention of the Deans of Students, Directors or the Head of School. Consequences may include a parent conference, in-school suspension, and out-of-school suspension. A referral will ALWAYS result in an email or phone call home.

*Some students with identified special needs may be subject to alternative consequences that best fit their needs.

Guidelines for Supporting Positive Student Behavior Guidelines

Proactive Strategies
1. Explicit teaching and modeling of expectations
2. Positively reinforce expectations (be specific) + pass out Gotchas
3. Anticipate challenges
4. Accommodate group and individual needs
5. Check in with students/parents regularly: Relationship building, Noticing a Need, Problem Solving

Response Chain
1st Incident: Reminder (empathetic, non-judgemental)
2nd Incident: Teacher Redirects <ul style="list-style-type: none">● Restate expectations.● Re-teach expectations.● Provide options (“you may sit in your chair or in a chair here”)● Clearly explain limits (“if you finish one more problem then we can talk about it”)● Administrator can support with student check in if needed
3rd Incident: Logical Consequence + Teacher <u>may</u> call home <ul style="list-style-type: none">● Loss of Privilege● You break it, You fix it● Take Time Corner (Cool Down Corner)
4th Incident: Another classroom + Teacher call home <ul style="list-style-type: none">● Opportunity for regrouping in new environment● Student completes the behavior reflection form● Student can spend up to 15 mins with buddy teacher● Have a re-entry conversation when student returns
5th Incident: Office Referral + Administrator call home + Admin Parent Conference may be required. Afterward, have a reflective conversation to talk about what happened and re-establish connection.

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only

when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. Afterschool programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
13. Reassignment to an alternative educational environment
14. Suspension and expulsion in accordance with law, Board policy, and administrative regulation When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records.

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records.

Recess Restriction

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

Suspension and Expulsion Policy and Procedures

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his/her behavior and plan for a pattern of behavior that will be more positive. A student may be suspended or expelled per the Pupil Suspension and Expulsion Policy below for behaviors that occur during any school activity, including field trips.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. 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 the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of 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.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the school office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the

Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 1. A pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
 - l) Knowingly received stolen school property or private property.

- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) 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.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic 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.
- s) 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 pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) 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 pupils in any of grades 4 to 12, inclusive.

- v) 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 substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial 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 and 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 school-sanctioned activities.
 - iv. 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.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - x) 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 Head of School or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) 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.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic 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.

- r) 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 pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) 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 pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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 substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial 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 and 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, 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. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - w) 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 Head of School or designee concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year,

pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference
 - a. Suspension shall be preceded, if possible, by a conference conducted by the Head of School or the Head of School’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Head of School or designee.
 - b. The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.
 - c. At the conference, the pupil 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 pupil 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 pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.
2. Notice to Parents/Guardians
 - a. At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

- a. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Head of School or Head of School's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.
- b. This determination will be made by the Head of School or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Head of School or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or

influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil 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 no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

Written Notice to Expel

The Head of School or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) 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 the Charter School.

The Head of School or designee shall send a copy of the written notice of the decision to expel to the County. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

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

No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Head of School or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Head of School or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission in a public meeting consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. 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.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

4. 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 hearing officer shall determine whether 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.

5. Special Circumstances

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

The Head of School 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:

- a. 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;
 - b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
 - c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to 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:

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

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to 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.

Notification of Dangerous Pupils

The Board of Education desires to provide a safe, orderly working environment for all employees. The school shall ensure that employees are informed, in accordance with law,

regarding crimes and offenses by students who may pose a danger in the classroom. When violence is directed against an employee by any individual and the employee so notifies the school, School Directors shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the School Directors of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds. The Board recognizes that access to two-way communications devices allows employees to call for assistance from their supervisor or law enforcement in the event of a threat of violence or medical emergency. The school shall provide such communications devices in classrooms to the extent possible.

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the school may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures. Reporting of Injurious Objects The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal.

When informing the School Directors about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Anti-Discrimination and Anti-Harassment Policy

Yu Ming Charter School ("YMCS") is committed to providing a work and educational atmosphere that is free of unlawful harassment. YMCS's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. YMCS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which YMCS does business with. This policy applies to all employee actions and relationships, regardless of position or gender. YMCS 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
- 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 YMCS.

YMCS 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 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 against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal. See "Harassment Complaint Form" in Yu Ming Family Handbook and Yu Ming Employee Handbook.

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.

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, filing of a complaint or reporting sexual harassment.

YMCS 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.

Employees may also direct their complaints to the California Department of Fair Employment and Housing ("DFEH"), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission ("FEHC") or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

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.

Hate Crime Reporting Procedures And Policies

For purposes of this Plan, the term "hate crime" is used to describe an offense against persons or property motivated by hate or bias against a victim based on race, ethnicity, national origin, religion, sex disability, or sexual orientation. Violence motivated by such factors seriously threatens the values of the school and the larger community and the physical safety and mental well-being of all of those affected. Examples of hate-motivated crime include threatening phone calls, defacing or destroying personal property or buildings, hate mail, bomb threats, other threats of physical harm and intimidation, physical assault, arson, vandalism, cross-burnings, and destruction of religious symbols. Other incidents of harassment, such as racial epithets or graffiti, that occur at school, are also of interest to law enforcement agencies, as well as to school officials, because of their potential for causing dangerous confrontation, disruption of order and public safety, and violent retaliation outside of school property or school hours. Contact the site administrator if you feel your child may have been a victim of a hate crime.

Harassment, Intimidation, Discrimination & Bullying Policy

Yu Ming believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Charter School prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy. As used in this policy, "discrimination, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy. To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. Charter School staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Definitions

"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:

1. 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.

2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

1. A message, text, sound, or image.
2. 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 the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a 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 the definition of "bullying," 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.
3. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Head of School or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, director, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

The Charter School acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

The Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Head of School or designee will promptly initiate an investigation. At the conclusion of the investigation, the Head of School or designee will notify the complainant of the outcome of the investigation. However, in no case may the Head of School or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the Charter School.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

Appeal

Should the Complainant find the Head of School or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the Charter School.

Cyberbullying

“Cyberbullying involves the use of information and communication technologies such as email, cell phone and pager text messages, instant messaging, defamatory personal Websites, and defamatory online personal polling Websites, to support deliberate and hostile behavior by an individual or group that is intended to harm others.” --Bill Belsey, President of Bullying.org.

Cyberbullying is all forms of harassment over the Internet or other forms of electronic communications, including cell phones. Students will refrain from using communication devices or school property to harass or stalk another. The school’s computer network and the Internet, whether accessed at school or away from school, during or after school hours, may not be used for the purpose of Cyberbullying.

Bullying through the use of technology or any electronic communication (including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature) transmitted by the use of any electronic device (including, but not limited to, a computer, telephone, cellular telephone, text messaging device or personal digital assistant) is prohibited. California anti-bullying laws is enforced by the following: California Education Code 32261-32262, 32265, 32270, 35294.2, and 48900.

These actions are prohibited: Flaming; Denigration also known as "dissing"; Bash boards; Impersonation; Outing; Trickery; Exclusion; Harassment; Happy slapping; Text wars or attacks; Negative Online polls; Sending malicious codes; Griefing

Users should always use good digital citizenship when posting or replying on the internet. Always be kind, have common courtesy, and be considerate to others. Displaying online social behaviors that model good cyber citizenship is important and encouraged.

School Dress Code

Uniforms help to establish a clear focus on academics, increase safety and security on the school campus, decrease differences based on socioeconomics, improve student behavior, and increase school pride. Yu Ming students are expected to be in full school uniform while on campus and on field trips, including the use of uniform outerwear. Yu Ming’s dress code includes:

- Navy bottom (pants, skirts and pinafores)
- White or Navy top with Yu Ming logo (polo shirts or button down shirts)
- Burgundy sweater with Yu Ming Logo (cardigan, sweater, or sweatshirt)
- Dark-colored shoes (athletic shoes required for G3-8, highly encouraged but optional for K-2)
- White, ivory, white, burgundy, or navy blue knee-highs, socks or tights

For physical education activities, students must wear athletic shoes. Yu Ming logo wear is available through several sources on the Yu Ming Parent Portal; patches are available at the school office for a donation of \$2. Families who qualify for free and reduced lunch can receive free gently-used uniforms and patches from the school. Please contact Yu Shuan Tarango Sho, Yu Ming’s Family Resource Liaison (ysho@yumingschool.org), for more information.

When dress code violations occur, faculty may either lend students with appropriate clothing to wear for the day or call home for parents to provide a change of clothes. A limited supply of new uniforms is also kept at the school for purchase.

Any clothing, signs, attire, or paraphernalia which are identified by site administration as being “gang related” or which cause rival gangs to be openly hostile to each other or create an atmosphere of intimidation on campus may be forbidden. Students are prohibited from wearing gang-related apparel, carrying gang paraphernalia, or making gestures that symbolize gang membership when there is evidence of a gang presence that disrupts or threatens to disrupt the school’s activities.

Safe Ingress/Egress Procedures

Classroom and School Volunteer, Visitation, and Removal Policy

While Yu Ming Charter School (“Yu Ming”) encourages parents/guardians and interested members of the community to visit the charter school and view the educational program, Yu Ming also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, Yu Ming has established the following procedures, to facilitate volunteering and visitations during regular school days:

Volunteering

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with Yu Ming a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the Yu Ming Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.
3. Volunteering must be arranged with the classroom teacher and School Director or designee, at least forty-eight (48) hours in advance.
4. Except for special circumstances, approved by the School Director, a volunteer may not volunteer in the classroom for more than three (3) hours per month.
5. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom

teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.

6. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality.
7. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
8. Volunteer hours are applied to the non-mandatory 30 hours of volunteering requested in the Student-Family Handbook.
9. This Policy does not authorize Yu Ming to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Visitation

1. Visits during school hours should first be arranged with the teacher and School Director or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the School Director or designee.
2. All visitors shall register in the Visitors Log Book and complete a Visitor's Permit in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity.
3. If the visitor is a government officer/official (including but not limited to local law enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Yu Ming shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Yu Ming, consistent with the law. The Yu Ming Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

For purposes of school safety and security, the School Director or designee may design a visible means of identification for visitors while on school premises.

4. Except for unusual circumstances, approved by the School Director, Yu Ming visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.
5. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted,

and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and School Director's written permission.

6. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office.
7. The School Director, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
8. The School Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Yu Ming's orderly operation. If consent is withdrawn by someone other than the School Director, the School Director may reinstate consent for the visitor if the School Director believes that the person's presence will not constitute a disruption or substantial and material threat to Yu Ming's orderly operation. Consent can be withdrawn for up to fourteen (14) days.
The School Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the School Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
9. Any visitor that is denied registration or has his/her registration revoked may request a conference with the School Director. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the School Director with fourteen (14) days of the denial or revocation of consent. The School Director shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the School Director shall be held within seven (7) days after the School Director receives the request. If no resolution can be agreed upon, the School Director shall forward notice of the complaint to the Yu Ming Board of Directors. The Yu Ming Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.
10. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the School Director or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
11. The School Director or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine of not less than \$500.00 (five hundred dollars) and not more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for not more than one (1) year, or both the fine and imprisonment.
3. Disruptive conduct may lead to Yu Ming's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Transportation Safety Plan

Because Yu Ming Charter School ("Yu Ming") provides transportation to or from Yu Ming school activities, the Yu Ming Board of Directors ("Board") approved the following transportation safety plan which contains procedures for Yu Ming personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at the Yu Ming school site and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Yu Ming policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the Yu Ming Discipline Policy.

Definitions

1. "School bus" is any motor vehicle designed, used, or maintained for the transportation of a Yu Ming pupil at or below the grade 8 level to or from the Yu Ming school site or to and from Yu Ming activities.
2. "School activity bus" is any motor vehicle, other than a school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Yu Ming and carrier to transport Yu Ming pupils at or below the grade 8 level to or from a Yu Ming school activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

Determining Whether a Student Requires an Escort

If a student's home address is located on the opposite side of the street of the actual bus stop, then Yu Ming and California Vehicle Code 22112(d) requires the student to be physically escorted by the bus driver across that street and under the bus driver's direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Yu Ming requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

Procedures for Kindergarten through Eighth Grade Pupils Regarding Boarding and Exiting the Bus

Yu Ming has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Yu Ming is not required to use the

services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by his/her parent and endorsed by the Head of School.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available, and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

Procedures for All Students to Follow as They Board or Exit a School Bus at the Yu Ming School Site or Other School Activity Location

Yu Ming has created the following procedures to govern the safe entry and exit of all students at the Yu Ming school site or other school activity location.

Boarding Buses at School Site or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.

3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Yu Ming staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Yu Ming teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at the Yu Ming school site, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
 - a. The driver will confer with the Yu Ming teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
 - b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
 - c. When the Yu Ming teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either the Yu Ming school site or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Yu Ming staff and the bus driver.

Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus

Yu Ming staff members should always be involved and active in the supervision of the loading and unloading of students at the Yu Ming school site and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, Yu Ming staff shall adhere to the following procedures:

1. Before leaving the school site for a school activity, the Yu Ming teacher/head chaperone for the trip shall ensure he/she has a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Yu Ming teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Yu Ming staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are left on board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.

4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Yu Ming teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student that he/she is present.
5. The Yu Ming teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus

Yu Ming shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus on a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety

Yu Ming shall ensure that all students in kindergarten through grade 8 who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

Instruction for Students Who Were Not Previously Transported in a School Bus

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 8, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home;
2. General rules of conduct at school bus loading zones, such as:
 - a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line;
 - b. Students are not to play in or be in the street or private property
 - c. Students shall be on the proper side of the street before the bus arrives at the bus stop;
 - d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time;
 - e. If the student is late and needs to cross the street that the bus is stopped on, he/she must wait for the bus driver to escort him/her across the street;
 - f. Students should not approach the bus until it comes to a complete stop at the stop;
 - g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving;
 - h. Students should understand the bus driver is in charge at all times, and students should follow his/her directions;
 - i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped;
 - j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.

3. Red light crossing instructions, consistent with this Plan;
4. School bus danger zone(s);
5. Walking to and from school bus stops.

Instruction for all Students Prior to Departure on School Trip

Finally, prior to departure on a school activity trip, Yu Ming shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
 - a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
 - a. Proper fastening and release of the passenger restraint system;
 - b. Acceptable placement of passenger restraint systems on students;
 - c. Times when the passenger restraint systems should be fastened and released; and
 - d. Acceptable placement of the passenger restraint systems when not in use.

Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less

Pursuant to Vehicle Code 34501.6, Yu Ming is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Head of School that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Head of School may consult with legal counsel as needed.
3. The Head of School may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Head of School.

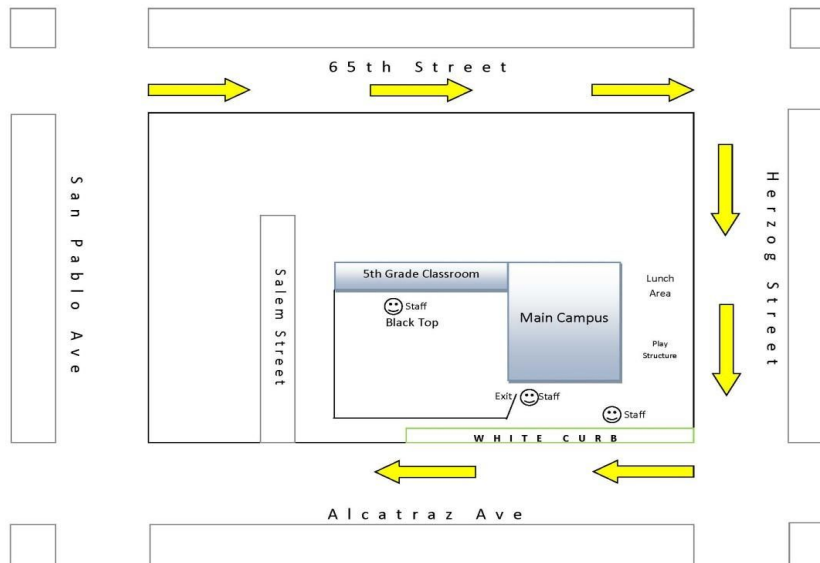
Drop-off And Pick-up Policy

Alcatraz Campus (Kindergarten to Grade 2)

Families have two options:

- Park and walk: Park nearby and drop-off or pick-up students at the Alcatraz blacktop. When parking please be mindful to avoid blocking the driveways of our neighbors at ALL times.

- Curbside Drop-off/Pick-up: Parents place “student name card” on vehicle dashboard and line up their vehicles on Herzog Street heading south from 65th St. towards Alcatraz, to wait to turn right onto Alcatraz. Do not leave your car, block neighbor driveways nor make u-turns within a 3-block radius.
- Note: The City of Oakland has designated the **entire block** in front of the school (on Alcatraz Street between Herzog Street and Salem Street) as a drop-off zone 7am-4pm and you may NOT park at this curb. This will be strictly enforced.



MLK Campus (Grades 3-8)

Families have two options:

- Park and walk: Park in the neighborhood nearby and drop-off or pick-up students at the MLK blacktop. When parking, please be mindful to avoid blocking the driveways of our neighbors at ALL times. Due to limited spaces, only staff are permitted to park in the MLK parking lot.
- Parking Lot Drop-Off/Pick-up: Parents place “student name card” on vehicle dashboard and line up their vehicles on 41st St. heading east towards MLK Way, to wait to turn right onto the campus parking lot. Do not leave your car, block neighbor driveways nor make u-turns within a 3-block radius.

Yu Ming will provide a safe and secure campus including using an Alarm system entailing video monitoring and a link to the fire department. Yu Ming will do annual maintenance on all systems including burglar and fire alarms.

Yu Ming Charter School
Low Performing Student Block Grant Spending Plan
2018-19

Background

“Governor Brown signed Assembly Bill 1808 into law on June 27, 2018. AB 1808 authorizes the allocation of a \$300 million Low-Performing Students Block Grant (LPSBG) in the 2018–19 fiscal year to provide California’s low-performing students with additional supports to increase their academic achievement as defined in the California *Education Code (EC)*, Section 41570(d).”¹

“California Education Code (EC) Section 41570(f)(1) requires, as a condition of receiving LPSBG funds, an eligible school district, COE, or charter school to:

- Develop a plan describing how the funds will increase or improve evidence-based services for the pupils identified in EC Section 41570(d) to accelerate increases in academic achievement, and how the effectiveness of services will be measured.
- The plan shall include information regarding how the services align with and are described in the school district’s local control and accountability plan (LCAP), pursuant to EC Section 52060 the county superintendent’s LCAP, pursuant to EC Section 52066; or the charter school’s LCAP, pursuant to EC sections 47605; 47605.6 and 47606.5.
- In order to ensure community and stakeholder input, the plan shall be discussed and adopted at a regularly scheduled meeting by the governing board of the school district, county board of education, or governing body of the charter school.

Funds are available for expenditure or encumbrance during FYs 2018–19, 2019–20, and 2020–21.

Required Report Number One: On or before **March 1, 2019**, the LEA is required to report to the State Superintendent regarding the adopted plan to use the grant funds to increase the academic performance of pupils identified, pursuant to EC Section 41570(d)

Required Report Number Two: On or before **November 1, 2021**, all eligible LEAs *that have accepted LPSBG funds* are required to report to the State Superintendent regarding the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified, pursuant to EC Section 41570(d). “²

Funding

The estimated amount of funds to be received is: \$13,832.

¹<https://www.cde.ca.gov/fg/aa/ca/lpsbgltr.asp>

²<https://www.cde.ca.gov/fg/aa/ca/lpsbgprginfo.asp#accordionfaq>

³https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=3.&title=2.&part=24.&chapter=3.2.&article=7

**Yu Ming Charter School
Low Performing Student Block Grant Spending Plan
2018-19**

Plan

The following outlines the plan related to the spending of the Low Performing Block Grant Funds.

1. Summarize how the funds will be used to increase or improve evidence-based services for pupils identified:
 - a. The Low Performing Block Grant Funds (LPBGF) will be used to improve evidence-based services for our pupils identified as low-performing on state English language arts or mathematics assessments who are not otherwise identified for supplemental grant funding under the local control funding formula or eligible for special education services. We will be focusing the funds on the following types of evidence-based services:
 - i. Purchase Literacy Intervention kits
 - ii. Purchase take home books to support Literacy Intervention kits
 - iii. Purchase subscriptions for digital intervention curriculum for phonics skills reinforcement.
2. How will the effectiveness of the evidence-based services be measured?
 - a. Yu Ming will measure the effectiveness of the evidence-based services with the following Metrics/Indicators.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain CAASPP ELA distance from Level (DFL) 3 Scale Scores:	+78.7 DFL3	Maintain +20 points above DFL3	Maintain +20 points above DFL3	Maintain +20 points above DFL3
Maintain CAASPP Math distance from Level (DFL) 3 Scale Scores:	+58.6 DFL3	Maintain +20 points above DFL3	Maintain +20 points above DFL3	Maintain +20 points above DFL3

3. How are services aligned with and described in the LEA's local control and accountability plan?
 - a. These evidence-based services are aligned with Yu Ming Charter School's local control and accountability plan (LCAP) for 2018-2019, specifically Goal 1: *Continue to develop an infrastructure for ongoing analysis of multiple forms of data including student demographic and achievement data in order to: inform instructional decisions; tailor research-based intervention programs; further develop the RTI/SST (MTSS) to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources; and develop clear policies and protocols that support the school's mission and goals (aligns with WASC Action Plan 1-4, 6, 7-8)*

Per Ed Code Section 41570 the pupils identified for the funding are defined by the following:

1. "The Superintendent shall allocate an equal amount per pupil during the 2018–19 fiscal year to school districts, county offices of education, and charter schools for pupils meeting all of the following criteria:
 - (1) The pupil does not meet academic achievement standards based on the most recently available results of the California Assessment of Student Performance and Progress,

¹<https://www.cde.ca.gov/fg/aa/ca/lpsbgltr.asp>

²<https://www.cde.ca.gov/fg/aa/ca/lpsbgprinfo.asp#accordionfaq>

³https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=3.&title=2.&part=24.&chapter=3.2.&article=7

Yu Ming Charter School
Low Performing Student Block Grant Spending Plan
2018-19

established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 of Division 4, in any of the following ways:

- (A) The pupil does not meet the achievement standard, also referred to as “level 1,” in both English language arts and mathematics.
 - (B) The pupil does not meet the achievement standard, also referred to as “level 1,” in either English language arts or mathematics, and nearly meets the achievement standard, also referred to as “level 2,” in the other subject.
 - (C) The pupil does not meet the achievement standard, also referred to as “level 1,” in either English language arts or mathematics, and does not have a valid score for the other subject.
- (2) The pupil is not an unduplicated pupil, as defined in Section 42238.02, for the same school year used as the basis for the performance results.
 - (3) The pupil is not a pupil identified for special education services pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), for the same school year used as the basis for the performance results.”³

¹<https://www.cde.ca.gov/fg/aa/ca/lpsbgltr.asp>

²<https://www.cde.ca.gov/fg/aa/ca/lpsbgprginfo.asp#accordionfaq>

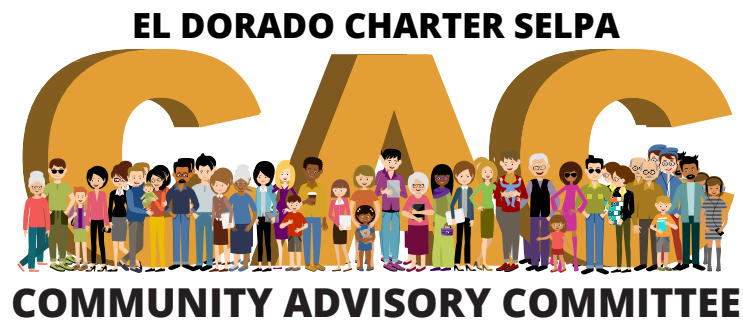
³https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=3.&title=2.&part=24.&chapter=3.2.&article=7

Board of Directors
Thursday, January 24, 2019
AGENDA ITEM INFORMATION

Agenda Item	Approve Norma Ming as YMCS Parent Representative to the El Dorado County Charter Special Education Local Plan Area (SELPA) Community Advisory Committee (CAC)
Time Allotted	
Summary	<p>SELPA's (Special Education Local Plan Areas) are consortiums of schools and districts that organize together to ensure provision of special education resources to all students in their governing areas. Yu Ming is part of the El Dorado County Charter SELPA.</p> <p>The El Dorado Charter SELPA hosts a Community Advisory Committee comprised of educators, parents/guardians, and community members. The CAC provides an opportunity for members to be involved and provided input to the Charter SELPA regarding the Special Education Local Plan, annual priorities, parent/guardian education, and other special education related services. The CAC holds three meetings annually to address topics of interest to families of children and young adults with disabilities.</p>
Type	Discussion and Vote
Background	Each charter LEA is entitled to select a parent representative to participate in the Charter Community Advisory Committee (CAC). The members of the CAC are appointed by, and responsible to, the governing board of each participating LEA, and serve for two years.



	The approval of a parent as CAC representative must be added to approved by the LEA Board of Directors.
Key Questions	
Attachments	Community Advisory Committee Flyer



About CAC

The El Dorado Charter SELPA's Community Advisory Committee is a dynamic, collaborative partnership comprised of educators, parents/guardians, and community members. The CAC provides an opportunity for members to be involved and provide input to the Charter SELPA regarding the Special Education Local Plan, annual priorities, parent/guardian education, and other special education-related activities. The CAC holds three meetings annually to address topics of interest to families of children and young adults with disabilities.

Why Join the CAC?

- Assist in building relationships and communication between schools, parents/guardians and related agencies.
- Encourage community and parental/guardian involvement in the review of the Special Education Local Plan.
- Provide families an opportunity to share resources and support within their school and community.

Meeting Dates

(Via Webinar)

October 2, 2018	4:00pm-5:00pm
January 22, 2019	4:00pm-5:00pm
April 9, 2019	4:00pm-5:00pm

How to Attend a CAC Meeting Virtually

CAC meetings are held online via Zoom. To receive registration information to attend CAC meetings or for questions related to the meetings, please e-mail selpapd@edcoe.org.

Where Do I Find More Information About CAC?

For additional information regarding CAC, please visit the El Dorado Charter SELPA Community Advisory Committee webpage at: CharterSELPA.org/Parent-Resources/#CAC





ACERCA DEL CAC

El Comité Consultivo Comunitario de las escuelas autónomas del Charter SELPA de El Dorado es una asociación dinámica, de colaboración, que incluye educadores, padres/tutores, y miembros de la comunidad. El CAC es una oportunidad para que los miembros se involucren y realicen aportes a la charter SELPA sobre el Plan Local de Educación Especial, las prioridades anuales, la educación de padres y tutores, y otras actividades relacionadas con la educación especial. El CAC realiza tres reuniones anuales para tratar temas de interés para las familias de los niños y adultos jóvenes con discapacidades.

¿POR QUÉ UNIRSE AL CAC?

- Para ayudar a construir relaciones y comunicaciones entre las escuelas, padres/tutores y entidades relacionadas.
- Para alentar la participación de la comunidad y de los padres/tutores en la revisión del Plan Local de Educación Especial.
- Para darle una oportunidad a las familias de compartir recursos y apoyo dentro de su escuela y de su comunidad.

Fechas de las Reuniones

(A través de seminarios por internet)

2 de Octubre de 2018	4:00pm-5:00pm
22 de Enero de 2019	4:00pm-5:00pm
9 de Abril de 2019	4:00pm-5:00pm

¿CÓMO ASISTIR A UNA REUNIÓN VIRTUAL DEL CAC?

Las reuniones del CAC se realizan en línea a través de Zoom. Para recibir información sobre el registro para asistir a las reuniones del CAC o para realizar preguntas sobre las reuniones, por favor envíe un correo electrónico a selpapd@edcoe.org.

¿DÓNDE ENCUENTRO MÁS INFORMACIÓN SOBRE EL CAC?

Para más información sobre el CAC, por favor visite el sitio web del Comité Consultivo Comunitario de la charter SELPA de El Dorado en: CharterSELPA.org/Parent-Resources/#CAC



CharterSELPA.org/Parent-Resources/#CAC



To: Yu Ming Board of Directors
From: Sue Park, Head of School
Date: January 24, 2019
RE: Capital Campaign Update

The Head of School continues to work closely with staff and parent volunteers to build the foundation for an official Capital Campaign public launch by Spring of 2019. Along with a small group of parent volunteers, Sue Park has been supported most closely by Yu Ming's Education Pioneer Impact Fellow Cindy Nguy who is serving as Communications and Development Manager this year and Jeanne Huang Li, Yu Ming parent and Senior Director of Development at UC Berkeley Haas School of Business to build a Campaign team and data processes, refine our case statement, develop marketing materials, and a campaign timeline to launch a successful Capital Campaign.

Capital Campaign Planning Study

Yu Ming engaged My Philanthropy Team (MPT) from June 2018-December 2018 to support an initial assessment to learn more about Yu Ming's key stakeholders and donor prospects, their reaction to the expansion/facilities plan, and their capacity/interest in supporting the campaign. MPT produced a "Campaign Planning Report" after a group slide presentation of the case overview to approximately 30 individuals (Sept 2018); 13 total interviews and an anonymous online questionnaire as a follow up to the interviews (Oct-Nov 2018). A summary of key findings follow.

Findings from Interviews

The key findings from the interviews on the strengths of Yu Ming are 1) a strong sense of community and parent engagement 2) Mandarin language education, and 3) high test scores. Key challenges are 1) recruiting and retaining good, qualified teachers, 2) the difficulty of attaining a student population that reflects the socio-economic and racial diversity of Oakland. Some participants noted that the school may be struggling to integrate "inclusion & diversity" in a meaningful way and that as the student population becomes more diverse, it may be more difficult to maintain the high test scores and continue to demonstrate the school's effectiveness at "closing the achievement gap."

While the information gathered does not provide enough data to determine the feasibility of a \$5 million campaign, there are (at least) a small handful of families with the capacity to make six and seven figure gifts to the campaign. None of the 13 individuals interviewed self-identified as such. MPT cites the importance of developing a highly strategic plan for cultivating the leadership gifts from these families.

Key Next Steps

- Identify the building site, budget, and plans
- Use this report to flesh out the case for support
- Create and implement a communications plan that strengthens parent engagement and informs the larger community



- Develop an appropriate budget for the campaign

Capital Campaign Committee

Jeanne Huang Li, Yu Ming parent and Senior Director of Development at UC Berkeley Haas School of Business, has accepted the position of co-chair for the Capital Campaign Committee. As the goal is to have two co-chairs, the recruitment of the second co-chair is in under way, with the goal of filling the position by the end of January.

The co-chairs will then assist in recruiting between six and 15 committee members among the community of parents, donors, community volunteers, board members, and others. Campaign Committee meetings will be scheduled on a monthly cycle starting in March.

Campaign Marketing Materials

We will be engaging a Media Production firm to develop three key pieces of marketing materials: 1) story-telling video 2) 1 pager “hot sheet” and 3) a designed pitch deck adaptable to different audiences. These materials will be critical to use in making the case to support Yu Ming among our prospects, by providing an emotionally engaging story of Yu Ming, as well as stats and facts about Yu Ming.

Pacific Charter School Development

Pacific Charter School Development (PCSD), a non-profit that provides long-term facilities solutions to increase the availability of high quality charter schools for underserved students, has given a soft commitment to support Yu Ming as an equity partner which would include project management, consulting services, and turnkey development services. Together with PCSD we will explore leveraging traditional loan financing, the bond market, New Markets Tax Credits, and state bonds to lower the cost construction cost to Yu Ming. PCSD will confirm the level of their equity partnership after their March 7, 2019 Board meeting.

Campaign Prospects

We are currently building our prospect list of three potential donor segments: 1) Yu Ming families, 2) Institutional donors, 3) Individual donors. In addition to individuals identified through the campaign planning study, other prospects include local foundations and institutions with funder relationships. Cindy Nguy continues the work of researching and qualifying prospects and Sue Park continues to cultivate new donor relationships and deepen existing relationships. There are a couple of upcoming events in early February which include a visit to Yu Ming from the Rogers Family Foundation, participation in convening of national funders focused on Oakland, and application to the Charter Schools Growth Fund.