



**Bella Mente
Academies**

Comprehensive School Safety Plan

2021 - 2022

(Updated February 5, 2021)

Board Approved February 09, 2021

Bella Mente Academies

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NOTE: ***Tactical information is excluded from the public inspection document.*** A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

This document is available for public inspection during regular business hours at 1737 W Vista Way Vista, CA 92083.

Date Recommended by School Safety Planning Committee: February 03, 2021

Committee Members	Title
Rebecca McQuestion	Principal
Eka Zoss	School Psychologist
Kristen Adams	Teacher
Liz LaBlond	Classified Staff
Jessica Welch	Parent of Child Attending the School
Morgan Ballis	Emergency Management Consultant

CA Education Code Section 32280

Staff trained on the Comprehensive School Safety Plan: **August 11, 2021**

CA Education Code Section 32281(b)(3)

San Diego Sheriff's Department	Date of Consultation	Date Plan Shared
Henry Tirado, 760-940-4352	January 28, 2021	March 11, 2021
Vista Fire Protection District	Date of Consultation	Date Plan Shared
Mark Vierow, 760-643-5350	January 28, 2021	March 11, 2021

BMA Projected Drill Dates (2021 – 2022)

Drill	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Fire *1 per month	8/26	9/21	10/14	11/17	12/7	1/25	2/9	3/16	4/18	5/14	6/2
Earthquake *4 per year			10/21		12/15		2/11			5/10	
Shelter in Place *1 per year								3/24			
Secure Campus *1 per year	8/27										
Lockdown *1 per year		9/28									
Options-Based *1 per year						1/22					

BELLA MENTE ACADEMIES MISSION STATEMENT

The mission of Bella Mente Academies is to provide students with the opportunity to acquire an education based on a quality curriculum founded on the educational philosophy of Dr. Maria Montessori.

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BELLA MENTE ACADEMIES CRIME ASSESSMENT

School Crime Committed on Campus and at School Related Functions

Bella Mente Academies property is within Vista City limits. During the 2019-2020 school year (as of February 1, 2020), there were two incidents of vandalism, on 08/17/2020 and on 01/16/2021. The MPR doors windows were broken by a transient and two classroom windows were broken. No property theft occurred during either incident.

The ARJIS Crime Statistics reports that from January 2020 to December 2020 (designated by calendar year quarters), the following crimes were reported in the City of Vista and were handled by the contract law enforcement provider, the San Diego County Sheriff's Department.

Crime	Quarter 1-2020	Quarter 2-2020	Quarter 3-2020	Quarter 4-2020	Total
Murder	1	0	0	1	2
Rape	7	7	9	6	29
Armed Robbery	9	9	8	8	34
Strong Arm Robbery	21	5	9	7	42
Aggravated Assault	56	70	68	44	238
Total Violent Crime	94	91	94	66	345
Residential Burglary	20	14	14	19	67
Non-Residential Burglary	31	33	31	31	126
Total Burglary	51	47	45	50	193
Theft >= \$400	76	69	63	81	289
Theft < \$400	167	109	97	78	451
Total Thefts	243	178	160	159	740
Motor Vehicle Thefts	60	94	67	55	276
Total Property Crime	354	319	272	264	1209

Bella Mente Academies is committed to providing a safe environment for students, staff and visitors to the campus. To that end, the school employs a variety of strategies to reach that goal that include:

1. A secure campus with controlled vehicle and pedestrian access.
2. A video surveillance system that administrators utilize to view access gates, campus buildings and play areas.
3. An Identification Display Badge system for staff and visitors.
4. A number of policies and procedures that are utilized in the event of emergencies.
5. Regularly scheduled drills and training in safety procedures for both staff and students.
6. Daily campus inspections ensuring that campus safety and security is maintained.
7. An automated reporting system for staff to report facility safety issues.
8. Partnering with Campus Safety Alliance, a K-12 emergency management consulting firm.

Campus safety is reviewed and discussed each week by the school Administrative Cabinet at their regularly scheduled meeting.

CHILD ABUSE REPORTING PROCEDURES

CA Education Code Section 32282(A)

California Penal Code section 11166 requires any teacher or child care custodian or other public school employee who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse or neglect to report the known or suspected instance of child abuse or neglect 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. Employees may, but are not required to report such incidents to the Principal or Assistant Principal. Reporting such incidents to the Assistant Principal and/or the Principal does not relieve the employee of responsibility to also immediately report such incidents to the appropriate child protective agency by telephone and to send a written report thereof within thirty-six (36) hours. However, employees may work cooperatively to report the incidents and to file one written report. Employees who have any questions about these reporting requirements should contact Human Resources.

BMA uses a portion of its staff development time at the beginning of the year to train staff on the laws, policies and procedures required of school employees as mandated reporters. BMA administrators are also available to assist staff in the process of making a report of Suspected Child Abuse or Neglect.

SUSPECTED CHILD ABUSE REPORT

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

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

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

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

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

IV. INSTRUCTIONS

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

ETHNICITY CODES

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

IV. INSTRUCTIONS (Continued)

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

DIRECTED TRANSPORTATION

Implemented when students and staff are loaded into municipal buses, cars and any other available means of transportation and moved from a dangerous area to an area of lesser danger.

Hazard Examples: chemical accident, fire, flood

I. Actions

Authority to Act

Administrators, Office Manager, or those given direct authority may initiate response actions.

Administrator Actions:

Prior to implementing directed transportation, determine the following:

1. Who is assigned to each loading area?
2. Where are loading areas?
3. What, if any, change in vehicle traffic patterns are necessary?
4. What staff supervises this ACTION, and where?
5. How can sufficient transportation be arranged to accommodate the entire student population and staff?

Staff Actions:

1. Take attendance before leaving the campus.
2. Upon arrival at the safe site, take attendance again after students exit the bus.
3. Report attendance to the Principal/designee.
4. Keep students together. Remain calm.

To evacuate by privately owned vehicles

If buses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. A list should be developed of staff vehicles and parent vehicles that are available. *This method of evacuation should only be used in extreme emergency since there is a great potential to lose track of the students.*

1. Drivers should take the safest route to the pre-identified evacuation sites.
2. Account for all students before transportation occurs and after arrival at the safe site.

II. Announcements

Authority to Make Emergency Announcement

Administrators, Office Managers, or those given direct authority may make emergency announcement.

Priority of Notification Systems:

1. PA System

2. Landline Phone
3. Radio
4. Voice/Runners

Emergency Announcement:

"Directed transportation, directed transportation, directed transportation. All students will be transported to *INSERT LOCATION*. Directed transportation, directed transportation, directed transportation. All students will be transported to *INSERT LOCATION*."

STUDENT RELEASE

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

<p>FOUR STEPS FOR STAFF</p> <p>At REQUEST TABLE, verify parent ID and authorization.</p> <p>Direct parent to RELEASE TABLE; radio or send runner for student.</p> <p>At RELEASE TABLE, verify Student Request Form is signed</p> <p>Release student to custody of authorized adult.</p>
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<p>FOUR STEPS FOR PARENTS</p> <p>Fill out Student Request Form.</p> <p>Show photo ID at REQUEST TABLE.</p> <p>Move to RELEASE TABLE to wait for student.</p> <p>Leave campus immediately after student is released to your custody.</p>
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I. Actions

Authority to Act

Administrators, Office Manager, or those given direct authority may initiate response actions.

Incident Commander / Administrator Actions:

1. Set up Incident Command Post (ICP).
2. Notify staff of school evacuation and communicate that this is not a drill.
3. Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
4. Determine medical and assistance needs after population assessment. Determine search and rescue needs.
5. Reassess as situation changes. Reassign emergency teams as needed.
6. Keep staff informed as to status of missing students.

Staff Actions:

1. Evacuate students to designated area, with students grouped as determined by district or school site.

2. Take roll by distributing pre-labeled name tags to each student.
3. Report population assessment to Incident Commander by holding up green or red card. Mark undistributed nametags with student status beside name:
 - i. *A = Absent*
 - ii. *M = Medical; students taken to the First Aid station*
 - iii. *U = Missing/Unaccounted*
4. Send undistributed nametags to the Student Request Table.
5. Organize students. Monitor students' medical and emotional condition.
6. Extra staff should partner for other assigned duties; report to Command Post.

II. Team Assignments

Student Release Team:

1. Take supplies to designated Request/Release Table locations.
2. Set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines at the Request Table for speedier processing.
3. Post signs and set out file boxes of Student Emergency Cards for each line. Identify volunteer runners and review where to find students.
4. Wear identifying vests or hats.
5. Distribute clipboards with Student Request Forms to parents in line.
6. Set out white board for special instructions and parent requests.
7. Pull cards of absent, injured and missing students. Note status on those cards and file at back of file box.

Traffic Controller (Staff members and/or parent volunteers):

1. Set out parking area directional signs and enlarged site map with walking path designated for parents picking up students.
2. Set out traffic cones to cordon off parking for emergency vehicles.
3. Maintain order in parking areas; direct cars away from areas for emergency vehicles.
4. Report to Incident Command Post any crowd control issues in parking lot and on school grounds.
5. For schools with no room for parent parking and turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.

Parent Information Representative (Staff or trained volunteer):

1. Provide information about student release procedures to parents.
2. Maintain white board with special information.
3. Learn which students need medical attention and attempt to locate their parents.

Crisis Intervention Counselor (School Psychologist):

1. Maintain order at Student Request Table; calm agitated parents and students.
2. Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
3. Escort parents to First Aid Station to reunite with injured students.

Runners (Staff, students and/or parent volunteers):

1. Take Student Request Form to Student Assembly Area to find requested student. Alternately, a walkie-talkie may be used to request a student from the Assembly Area.
2. Retrieve student and escort him/her to Student Release Table -OR- return to Student Request Table with status information on those who are not in the Student Assembly Area.

ADAPTATIONS FOR PUPILS WITH SPECIAL NEEDS CA Education Code 32282(A)

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan (IEPP) must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require a wheelchair, specialized equipment or physical assistance to evacuate in a timely manner.
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Safety Coordinator is responsible for:
 - a. Identifying students who will require additional assistance
 - b. Working with the designated staff to ensure that a IEPP be completed for each student.

**Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.*

5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher’s emergency materials. (class roster, etc.)

Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

1. Announce the type of emergency.
2. Offer your arm for guidance.
3. Tell person where you are going, obstacles you encounter.
4. When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

1. Turn lights on/off to gain person's attention **or**
2. Indicate directions with gestures **or**
3. Write a note with evacuation directions.

To individuals using crutches, canes or walkers

1. Evacuate these individuals as injured persons.
4. Assist and accompany to evacuation site, if possible, **or**
5. Use a sturdy chair (or one with wheels) to move person **or**
2. Help carry individual to safety.

To evacuate individuals using wheelchairs

1. Give priority assistance to wheelchair users with electrical respirators
2. Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
3. Reunite person with the wheelchair as soon as it is safe to do so.

USE OF FACILITIES DURING DISASTERS

CA Education Code Section 32282(B)(ii)

The Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

CONVERT SCHOOL

Implemented during a disaster when a requirement exists for community medical facilities or shelters. Convert school will be initiated only by the Executive Director and/or upon the request of officials from the Department of Health and Human Services or the American Red Cross as arranged by a prior written Memorandum of Understanding between the school district and the public agency. This action is normally preceded by another action such as evacuation. If the Red Cross chooses a school as a community shelter, it will arrange shelter set-up. After an earthquake, potential shelter locations are checked by a local building inspector approved by local government authorities before a determination is made to use the school site as a shelter.

I. Actions

Administrator Actions:

During School Hours

1. Dismiss all classes or, if the situation dictates, hold students at school for temporary care.
2. Convert the school into an Emergency Hospital, First Aid Station or community shelter for congregate care. (Community shelter is operated by the Department of Health and Human Services or the American Red Cross.)
3. When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

Other than School Hours

1. Alert school employees through the School Personnel Alerting System.
2. Suspend scheduled classes. Use Telephone Alert System and Parent Notification System. Notify Executive Director for assistance by other means.
3. Convert of the school into an emergency hospital, vaccination station (operated by the Department of Health and Human Services or community shelter (operated by the American Red Cross.)
4. When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

II. Announcement

Authority to Make Emergency Announcement

Administrators, Office Managers, or those given direct authority may make emergency announcement.

Priority of Notification Systems:

1. PA System
2. Landline Phone
3. Radio
4. Telephone Notification System

Emergency Announcement:

During School Hours

"Convert, convert, convert. This real. Convert school for community emergency use. Convert, convert, convert. This real. Convert school for community emergency use.

Other than School Hours

Use the School Personnel Telephone Notification System to notify all school employees.

SUSPENSION AND EXPULSION POLICIES

CA Education Code Section 32282(C)

Governing Law: *The procedures by which pupils can be suspended or expelled. CA Education Code Section 47605 (b)(5)(J).*

This Pupil Suspension and Expulsion Procedure is intended to promote learning and protect the safety and wellbeing of all students at the School. When school discipline policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. These 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.

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.

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

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 these Policy and Administrative Procedures are available on request at the Executive Director's office.

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("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 regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEIA, and 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 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. The Charter School shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

1. 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 the School or at any other school or a School sponsored event 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.

2. Enumerated Offenses

- a. Students may be suspended or expelled for any of the following acts when it is determined the pupil: Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 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 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 any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- 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 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.
- 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 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 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 of another.

- r. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- s. Made terrorist threats against school officials and/or school property.
- t. Committed sexual harassment.
- u. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- v. 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.
- w. Any other conduct that the Executive Director or Board determines violates school policy or expectations for student conduct.

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

3. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

a. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director. The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the 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 school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

b. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date

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

c. **Suspension Time Limits/Recommendation for Placement/Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Executive Director or Executive Director'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. This determination will be made by the Executive Director or designee upon either of the following determinations: 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.

4. Authority to Expel

A student may be expelled by the Executive Director after providing an opportunity for a hearing before a Hearing Officer appointed by the BMA Board. Unless an appeal hearing is timely requested by the student's parent(s) or guardian, the Executive Director's determination is final.

The parent(s) or guardian of a student shall have 10 days from issuance of a written notice of the Executive Director's recommendation for expulsion to file a written request for an appeal hearing to be presided over by a hearing officer appointed by the BMA Board of Directors (the "Hearing Officer"). If no appeal is requested, the expulsion becomes final as of the 11th day following the Executive Director's recommendation for expulsion.

5. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled.

The Hearing Officer shall hold a confidential appeal hearing within 15 days of receipt of a timely request for an appeal of the Executive Director's recommendation for expulsion. During the hearing, the student shall have the right to representation, the right to present evidence and the right to question BMA representatives.

Written notice of the hearing shall be provided to the student and the student's parent or guardian at least 10 days before the date of the hearing. Upon mailing the notice, it shall be deemed served. The notice shall include:

- (1) The date, time and place of the expulsion appeal hearing;
- (2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

- (3) A copy of the school's rules or policy which relate to the alleged violation;
- (4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- (5) Notification of 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) Notification of the right to inspect and obtain copies of all documents to be used at the hearing;
- (7) Notification of the opportunity to confront and question witnesses who testify at the hearing;
- (8) Notification of the opportunity to question evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The student and/or his or her parent(s) or representative must present all written and oral evidence and argument to be considered for the appeal at the hearing. The school secretary or Hearing Officer's designee shall attend and prepare minutes of the proceeding, which shall become part of the record of the proceeding along with all written evidence or other material submitted to the Hearing Officer. After considering the evidence, including testimony presented at the hearing, the Hearing Officer shall either (1) support the Executive Director's recommendation for expulsion, (2) reject that recommendation, or (3) modify that recommendation. The Hearing Officer's determination after the appeal hearing is final and unappealable.

6. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer may determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Hearing Officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil. The Hearing Officer may take any other measures (s)he deems reasonable under the circumstances to the protect the privacy of witnesses.

7. 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.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

8. **Written Notice to Expel**

The Executive Director, or designee, following a decision of the Hearing Officer to expel shall send written notice of the decision to expel, including findings of fact made by the Hearing Officer, to the student or parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense committed by the student
- 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 School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the district of residence.

This notice shall include the following:

- a. The student's name
- b. The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

9. **Disciplinary Records**

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

10. **Expelled Pupils/Alternative Education**

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.

11. **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 following a meeting with the Executive Director and the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS

CA Education Code Section 32282(D)

As a student enrolls in BMA, school Office Managers contact previous schools to request cumulative records. When the cumulative record arrives at the school the Coordinator of Support Services reviews the file, and informs the receiving teacher in writing of any potentially dangerous student behaviors. For students who are already enrolled in the school, student records are provided by the previous teacher. Teachers also have access to PowerSchool for records.

When a student is suspended for any offense, the teacher of the student may view a copy of the suspension notice which is placed in the cumulative file.

DISCRIMINATION AND HARASSMENT POLICY

CA Education Code Section 32282(E)

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Board of Directors shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position(s) as Coordinator(s) for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Administrative Assistant to the Executive Director

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Executive Director or designee and refer the matter to law enforcement where required.

SCHOOL WIDE DRESS CODE PROHIBITING GANG ATTIRE ***CA Education Code Section 32282(F)***

There will be no tolerance for attire promoting gangs or hate groups.

Montessori education is concerned with the inner development of the child's mental, emotional, physical and spiritual being. As such, we seek to limit undue focus of attention on external appearances. After much discussion about the relative values of a dress code and individual freedom, BMA has adopted the following middle path Dress Code. We believe that your child will be happiest when dressed in casual, comfortable clothing.

Dress Code Policy

Bella Mente Academies ("BMA") is a school of choice. In order to facilitate and maintain an effective, healthy, and safe learning environment, the principal, staff, and parents of BMA decided to implement this Dress Code Policy. This Dress Code Policy was adopted because we believe that a respectable or wholesome and professional image reduces distractions and promotes learning. Therefore, the school Dress Code Policy requires clothing fit the student appropriately, be cleaned on a regular basis, and cannot deviate from the style and color choices. Students are expected to present themselves in a neat, clean, and professional manner at all times. Clothing that is tight, baggy, dirty or sloppy is not allowed. Items that are torn or cut in any way are prohibited. Appropriateness of overall appearance will be left to the discretion of the administration. Although shirts are not required to be tucked in and belts are optional, we recommend that students choose to do so whenever feasible. We believe that a uniform Dress Code Policy promotes a sense of pride in our school and solidarity between students. School Spirit days allowing "Themed Dress" will be designated by the school principal and requirements for these days will be sent to parents in advance. This Dress Code Policy has been adopted by the Board of Directors of BMA in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school.

Dress Code Policy – 2020/21sy

BMA Dress Code Policy 08.02.2020

BMA uniforms must be purchased through Bella Mente Academies. Uniform Store page will be available July 1st.

A. Tops

Expectations

Light blue or navy collared polo **with BMA** logo (short or long sleeve).

Outdoor jackets must be **navy**.

Navy pull over sweatshirt or zip up jackets **with BMA** logo may be worn inside.

BMA or BMMA t-shirts may be worn during Friday School Spirit Days.

- *Undershirts or turtlenecks worn under the polo must be plain white, khaki, navy or black (no graphics or other designs)*

NOT Acceptable

- Shirts one size **larger** than the student's body size.
 - Modifications to shirts such as, **but not limited to**, pinning, rolling, knotting or any other modifications.
 - Undershirts or turtlenecks may not have hoods
-

B. Bottoms

Expectations

Khaki or navy skorts, shorts, jumpers, and pants.

Blue Jeans may be worn during Friday School Spirit Days.

- *Leggings worn under skorts or shorts must be plain white, khaki, navy or black (no graphics or other designs)*

NOT Acceptable

- Bottoms must fit properly, be worn at the waist, and not altered or modified in any way.
 - Bottoms that are too large (saggy/baggy) or too tight (skinny) are not allowed.
 - Shorts and skorts must be 2" above the knee or longer (shorts must also not be more than 2" below the knee) and may not be form-fitting. They must fit properly
 - No cargo pants or pants with side-leg pockets.
-

C. Shoes

Expectations

- Shoes must have closed toes.
 - Shoes should be chosen with discretion.
*athletic shoes are **highly** recommended during PE days*
-

NOT Acceptable

- Boots, house shoes, heels, sandals, or slippers.
 - Shoes with offensive logos.
 - Heelies or platform shoes.
 - Shoes that can be a distraction to others (i.e. shoes with lights).
-

D. Accessories & Grooming

Expectations

- Belts without offensive logos or design.
- BMA hats may be worn outdoors.
please write student's name on inside tag

NOT Acceptable

- Hats may not be worn indoors.
 - Accessories, such as backpacks or notebooks with writing, pictures or any other insignia which are crude, vulgar, profane, provocative, or sexually suggestive are prohibited. Neither may they advocate racial, ethnic or religious prejudice or the use of drugs or alcohol.
-

BMA is in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school.

PROCEDURES FOR SAFE INGRESS AND EGRESS OF PUPILS, PARENTS, AND EMPLOYEES FROM SCHOOL SITE

CA Education Code Section 32282 (G)

Due to traffic and facility configurations, BMA has a specific drop off and pickup procedures. This procedure is available as an addendum to the handbook. In general, parents should plan to drop off their children at the designated location, and provide a warm, affectionate goodbye. Extending the drop-off procedure on a regular basis can create separation problems and can take away the child's opportunity to establish healthy patterns of self-confidence and responsibility. As noted in the Academic Overview portion of this handbook, students are encouraged to develop self-reliance and positive esteem. These characteristics are best developed and practiced through effective care of self and care of environment. Once students have worked through the initial "First Day of School" experience, students are very capable of getting themselves settled in and ready for the academic day without the help of parent/guardian.

Parents will not be allowed to walk students into class (even the first week). Students will report to their classroom immediately after drop off.

Likewise, parents should plan to pick up their students at the end of the day in the same designated location to alleviate traffic and campus congestion.

If you have a need to come on to the campus during the school day, please be sure to park in the designated parent/guest parking areas. Parking in staff areas, even if only for "a second" can create parking problems for the entire staff. As explained in the Academic Overview, students are provided with uninterrupted units of time to support their ability to concentrate on the lessons of the day. For the benefit of the students, BMA seeks to limit classroom interruptions and asks that parents refrain from entering the classroom after the start of the school day and before school has been released. Forgotten homework, lunches, etc., may be delivered to the school office where they will be given to the teacher or delivered to the student at the appropriate time. For safety reasons, all parents/guests coming on to the campus during the school day must check in through the school office and obtain a visitor pass. At the completion of your visit, you will need to check back out at the school office and return the visitor pass. In the event of a school emergency, this is the most effective way to keep track of who is on the campus grounds at any given time. For purposes of this section, students arriving at school late or departing early must be cleared through the school office. When late to school, parents should plan to:

- Accompany their children into the school office
- Sign them in using the designated office logbook
- Assist each child in obtaining a tardy slip from an office staff member
- To keep disruption to a minimum, you do not need to enter the classroom with your child as long as she/he has the tardy slip to give to the teacher.

If your child is frequently tardy to school, please consider scheduling a family meeting to discuss a plan of action that will correct this problem. Children arriving late are often self-conscious and feel uncomfortable entering the room. It also affects their ability to settle into the business of learning when they are in this emotional state. The class often takes care of a variety of business during this time

and/or begins quiet journaling activities at this time. Students arriving late create an unwelcome disruption to the rest of the class. Please support your child to be on time. This is a life skill which will be of great benefit as the child gets older. In the Montessori classroom, a great amount of learning happens at all times of the day, including the afternoon hours. Afternoon lessons are filled with all the cultural activities of history, science, art, etc., and incorporate practice of core academic subject material as well. BMA stresses the importance of the afternoon curriculum. Parents need to understand this importance and respect the need for the student to attend school for the entire day. When an early pick up from school is necessary and unavoidable, parents should plan to:

- Contact the school office or the teacher in advance of the early pickup so that staff can assist the child and the class to prepare for the interruption and transition.
- At the time of the pickup, parent/guardian must check in at the school office and sign the student out in the designated office logbook.
- The office staff will facilitate getting the student from class for you while you wait in the office. Adult visitors are not permitted to be unattended on the campus.
- Leave as quietly as possible.

GOALS AND PLANS THAT CREATE A SAFE AND ORDERLY ENVIRONMENT CONDUCTIVE TO LEARNING AT SCHOOL

CA Education Code Section 32282(H)

DISCIPLINE AND BEHAVIORAL GUIDELINES

Bella Mente Academies holds a five-year focus plan. A wide variety of stakeholders participated in the development of this plan. Although many goals were identified, the following relate specifically to creating a safe and orderly environment conducive to learning at school.

These goals include:

- We believe that a quality Montessori environment creates positive learning opportunities.
- We believe that a safe, orderly environment directly affects student learning.
- We believe in monitoring the constantly evolving environment/facilities/campus.
- We believe in developing and maintaining an environment that is student centered, safe and conducive to learning.
- We believe in creating and maintaining a safe physical environment that is conducive to learning.

Bella Mente Students believe:

I am a Responsible Scholar because I take ownership and am accountable for my academic and social choices.

I am a Respectful Scholar because I speak and act with care and treat all people and things with kindness.

I am a Safe Scholar because I am considerate and I value myself, my school, and others.

I am a Productive Scholar because I am prepared, organized and focused on reaching my goals.

As a Scholar my education is important to me and I strive to achieve my full potential.

Current plans, policies and methods are all based on ensuring that these goals are met. Strategies and objectives developed remain in alignment with these goals.

RULES AND PROCEDURES ON SCHOOL DISCIPLINE

CA Education Code Section 32282(I)

The BMA staff is trained in positive discipline methods such as Positive Discipline and Restorative Practices. “The classroom curriculum includes Peace Education, with an emphasis on personal peace and tolerance of others differences. Conflict resolution tools, such as the Peace Table, as well as Peer Mediation techniques, assist the children in learning these important life skills.

Students are presented with lessons, which include scenarios for all areas of the school, discussing the reasons for safety, respect, and responsibility in those locations. Positive reinforcement is stressed, and students are “caught” following the rules and guidelines.

When a student is observed not following a rule, the child is asked if they know the rule and is then redirected to show the appropriate behavior. Only when a child repeatedly misbehaves they are referred to the school office and parents contacted. Data is collected to determine if further training is necessary for all of the students when issues occur often and by numerous students. The emphasis is on training and positive reinforcement for the desired behavior, as opposed to a punitive approach.

Physical violence will result in an immediate office referral. Parents will receive a written notification (Incident Report), and a phone call made if it is deemed necessary. Students disrupting their classroom may be removed to do work in another room or in the office.

Generally, once a child has completed a designated amount of work, they are invited to return to their own classroom.

Communicating with parents is an important element in building a team of staff and families. Phone calls and written notes or reports sent home are ways the school can keep parents informed about how their child is doing in the school environment. When necessary, parent/teacher conferences and meetings with the administrator will be scheduled to assist teachers and parents in finding the most beneficial ways to support a student’s success at school.

When behavior that is unacceptable occurs, the following steps will be taken:

1. For minor incidents and with younger students, staff will provide opportunities for re-direction and a chance to “try again.”
2. Repeated offenses will initiate a progressive system of meetings starting with a conference between the parents/guardians and teachers.
3. Should the behavior(s) continue, a Student Success Team (SST) meeting will be scheduled with a campus administrator, the teacher(s), and the parents/guardians. Other school staff and family members may also be included if deemed appropriate. In the SST process, the team identifies concerns, works together on solutions, and creates an action plan. It is customary for follow-up meetings to take place to discuss progress of the need for additional interventions.
4. Serious incidents will lead to an immediate referral to a campus administrator. Parents/guardians will be notified by phone or in writing, and a suspension warning may be issued.
5. Repeated offenses will initiate a progressive system of RTI (Response to Interventions) meetings starting with a conference between the parent/guardian and teacher.
6. It may be deemed appropriate for the student to be placed in an alternate setting on campus for the school day (another classroom or in the school office.)
7. Serious or repeated infractions will result in one or more days of suspension from school (refer to Suspension and Expulsion Policies).

HATE CRIME REPORTING PROCEDURES AND POLICIES

The term "hate crime" is defined by various federal and state laws. In its broadest sense, the term refers to an attack on an individual or his or her property (e.g., vandalism, arson, assault, murder) in which the victim is intentionally selected because of his or her race, color, religion, national origin, gender, disability, or sexual orientation.

Bella Mente Academies is diligent in creating a school culture in which prejudice and hate-motivated behavior are not acceptable, but which also permits the expression of diverse viewpoints. To that end, Bella Mente is committed to the following:

1. Providing hate prevention training to all staff. Training should include anti-bias and conflict resolution methods; procedures for identifying and reporting incidents of racial, religious, and sexual harassment, discrimination, and hate crime; strategies for preventing such incidents from occurring; and resources available to assist in dealing with these incidents.
2. Ensure that all students receive hate prevention training through age-appropriate classroom activities, assemblies, and other school-related activities. Prejudice and discrimination are

learned attitudes and behaviors. Neither is uncontrollable or inevitable. Teaching children that even subtle forms of hate-such as ethnic slurs or epithets, negative or offensive name-calling, stereotyping, and exclusion-are hurtful and inherently wrong can help to prevent more extreme, violent manifestations of hate. Through structured classroom activities and programs, children can begin to develop empathy, while practicing the critical thinking and conflict resolution skills needed to recognize and respond to various manifestations of hate behavior.

3. Develop partnerships with families, community organizations, and law enforcement agencies. Hate crime prevention cannot be accomplished by schools alone. School districts are encouraged to develop partnerships with parent groups, youth serving organizations, criminal justice agencies, victim assistance organizations, businesses, advocacy groups, and religious organizations.

HATE CRIME REPORTING

Upon receiving information of a possible “hate crime” BMA Site Administrator will notify the San Diego County Sheriff’s Department. A crime as defined as a “hate crime” will be investigated by San Diego County Sheriff’s Department with assistance of Bella Mente staff. If necessary, the FBI works closely with state/local/tribal authorities on investigations, even when federal charges are not brought. FBI resources, forensic expertise, and experience in identification and proof of hate-based motivations often provide an invaluable complement to local law enforcement. Many cases are also prosecuted under state statutes such as murder, arson, or more recent local ethnic intimidation laws. Once the state prosecution begins, the Department of Justice monitors the proceedings in order to ensure that the federal interest is vindicated and the law is applied equally among the 95 U.S. Judicial Districts.

Bullying and Cyberbullying Prevention **CA Education Code Section 32282(e) and CA Assembly Bill 2291**

Bullying can threaten students’ physical and emotional safety at school and can negatively impact their ability to learn. The best way to address bullying is to stop it before it starts. Training school staff and students to prevent and address bullying can help sustain bullying prevention efforts over time.

To ensure that bullying prevention efforts are successful, all school staff need to be trained on what bullying is, what the school’s policies and rules are, and how to enforce the rules. Assembly Bill 2291, which became effective on January 1, 2019, requires that local educational agencies (LEAs) adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying, and that LEAs make training available to certificated and all other school site employees who have regular interaction with students.

The California Department of Education (CDE) Online Bullying Training Module and Bullying presentation is mandated by Assembly Bill 1993 and California *Education Code* Section 32283.5. The Online Bullying Training Module and Bullying Module will assist all school staff, school administrators,

parents, pupils, and community members in increasing their knowledge of the dynamics of bullying. The Online Bullying Training Module presentation and Bullying Module identify acts of bullying and suggest strategies to address bullying. In alignment with these mandates, all Bella Mente certificated and classified staff will be required to participate in the Online Bullying Training Module and Bullying Module annually (<https://www.cde.ca.gov/ls/ss/se/bullyres.asp>). Additionally, all Bella Mente certificated and classified staff will be required take the “Bullying: Recognition & Response” online training module.

The ability for students, staff, and parents to safely report acts of bullying is vital to the safety of our students and the success of our programs. When students are comfortable sharing information with adults, we obtain the information needed to maintain a positive school climate and get students the help they need. As such, Bella Mente has adopted the STOPit K-12 Solution reporting system. This system allows Bella Mente to be proactive instead of reactive when it comes to dealing with incidents of inappropriate behavior that lead to avoidable issues. Students report anonymously via mobile app, web, or phone hotline service. 100% anonymous, 100% of the time.