

**Bellevue-Santa Fe Charter School**

Governing Board Packet

Thursday, January 19, 2023

4:00p.m.



Thursday, January 19, 2023  
Governing Board Agenda

\*\*\*\*\*

Location: Bellevue-Santa Fe Charter School  
1401 San Luis Bay Drive  
San Luis Obispo, CA 93405

\*\*\*\*\*

4:00p.m. OPEN SESSION  
4:30p.m. Town Hall

**1. OPEN SESSION**

---

1.01 Pledge of Allegiance

**2. ACTION**

---

2.01 Consensus on Order of Business  
2.02 Approval of Minutes – November 30, 2022

**3 PUBLIC INPUT**

---

3.01 Correspondence  
3.02 Public Comment

**4. ADMINISTRATOR UPDATES**

---

**5. PTO REPORT**

---

**6. INFORMATION**

---

6.01 Reports by Board Members  
6.02 Statement of Economic Interest

**7. DISCUSSION**

---

7.01 2023-24 Instructional Calendar (1<sup>st</sup> reading)  
7.02 School Safety Plan  
7.03 J-13A – Allowance of Attendance Due to Emergency Conditions  
7.04 2022-23 Instructional Calendar Revision

**8. ACTION**

---

8.01 2023-24 Instructional Calendar (1<sup>st</sup> reading)  
8.02 School Safety Plan  
8.03 J-13A – Allowance of Attendance Due to Emergency Conditions  
8.04 2022-23 Instructional Calendar Revision

**9. CONSENT AGENDA**

---

9.01 Approval of 6<sup>th</sup> Grade Overnight Fieldtrip

**10. UPCOMING MEETING PLANNING**

---

10.01 Develop Agenda  
10.02 Review assignments and action items  
10.03 Next scheduled meeting: February 23, 2023

In compliance with the American Disabilities Act, if you need special assistance to participate in a Governing Board meeting, please contact Principal, Julie Turk at 805-595-7169. Notification of at least 48 hours prior to the meeting will assist staff in assuring reasonable accommodations can be made.



Wednesday, November 30, 2022  
Governing Board Draft Minutes

\*\*\*\*\*

Location: Bellevue-Santa Fe Charter School  
1401 San Luis Bay Drive  
San Luis Obispo, CA 93405

\*\*\*\*\*

In attendance: Julie Turk, Megan Horner, Ellen Pitrowski, Kevin Ashworth, JoEd Sennes, Cole  
Cheatwood, Bradley Escobar  
Public: Jenny Crooks, Jen Senior, Vicki Cheatwood, Desi Lance

4:00-5:00 p.m. OPEN SESSION

**1. OPEN SESSION**

---

1.01 Pledge of Allegiance

**2. ACTION**

---

- 2.01 Consensus on Order of Business
- 2.02 Approval of Minutes – October 27, 2022

Julie made a motion to approve the minutes. Ellen seconded. All were in favor.

**3 PUBLIC INPUT**

---

- 3.01 Correspondence - None received
- 3.02 Public Comment

Jen Senior - Thank you to PTO for a great auction and Julie for her leadership.

Jenny Crooks - The book fair was excellent. Our library docents are awesome and it's great to see that program get off the ground. Our special assemblies have been beautiful, especially Sarah Rijnen's assembly on inclusivity.

**4. ADMINISTRATOR UPDATES**

---

Everyone enjoyed the fundraiser. Thank you to PTO for putting that together. A humble shout out to the Maldonado family for donating the Costa Rica trip to my family. The audit is almost finished; looking forward to getting that behind us. The staff lunches have been so amazing - they nourish our souls.

**5. PTO REPORT**

---

The PTO Report is included in full below.

**6. INFORMATION**

---

6.01 Reports by Board members

Kevin - Buddy lunch was so special. The kids love this tradition. They are so excited to share a meal with their buddies.

Bradley - FIFA-fever is in full effect. Jude is having another great year.

Megan - The kids are happy. The artist-in-residence program is one of the things that make our school unique. Thank you to Vicki and everyone for their effort on the fundraiser; it truly helps every student on campus.

Ellen - Wanted to reiterate gratitude for Vicki and the PTO for all the work done for the fundraiser.

Cole - It's a busy time of year but there are a lot of great things going on. The PTO fundraiser was a lot of fun. It's been great to see the morning assemblies and drumming going on.

JoEd - Thank you to Julie for taking the time for meeting with teachers one-on-one. It is really appreciated. The PTO fundraiser was excellent.

6.02 COVID Testing Policy

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Updated-COVID-19-Testing-Guidance.aspx>

(cut and paste into your browser, as needed)

## **7. DISCUSSION**

---

### 7.01 First Interim Budget Report

A discussion of the First Interim Budget Report was held.

### 7.02 Proof of Residency Policy (2- Reading)

A discussion of the Proof of Residency Policy was held.

### 7.03 Special Education Staff Policy was held.

A discussion of the Special Education Staff Policy was held.

### 7.04 Staff Teaching English Language Learners Policy was held.

A discussion of the Staff Teaching English Language Learners Policy was held.

### 7.05 Education For English Language Learners Policy

A discussion of the Education for English Language Learners Policy was held.

### 7.06 Course of Study Policy

A discussion of the Course of Study Policy was held.

## **8. ACTION**

---

### 8.01 First Interim Budget Report

Ellen made a motion to approve the First Interim Budget Report. Cole seconded the motion. All were in favor.

### 8.02 Proof Of Residency Policy

Kevin made a motion to approve the Proof of Residency Policy. JoEd seconded the motion. All were in favor.

### 8.03 COVID Testing Policy

Ellen made a motion to adopt the state's guidelines as noted in the COVID Testing Policy. Julie seconded. All were in favor.

### 8.04 Special Education Staff Policy

Kevin made a motion to approve the Special Education Staff Policy. Julie seconded the motion. All were in favor.

### 8.05 Staff Teaching English Language Learners Policy

Kevin made a motion to approve the Staff Teaching English Language Learners Policy. Julie seconded the motion. All were in favor.

### 8.06 Education For English Language Learners Policy

Kevin made a motion to approve the Education for English Learners Policy. Julie seconded the motion. All were in favor.

### 8.07 Course of Study Policy

Kevin made a motion to approve the Course of Study Policy. Julie seconded the motion. All were in favor.

## **9. CONSENT AGENDA**

---

## **10. UPCOMING MEETING PLANNING**

---

### 10.01 Develop Agenda

### 10.02 Review assignments and action items

### 10.03 Next scheduled meeting: January 19, 2023

In compliance with the American Disabilities Act, if you need special assistance to participate in a Governing Board meeting, please contact Principal, Julie Turk at 805-595-7169. Notification of at least 48 hours prior to the meeting will assist staff in assuring reasonable accommodations can be made.

# Bellevue-Santa Fe Charter School

## DRAFT Instructional Calendar 2023-24

*"What we learn with pleasure, we never forget"*

| <table border="1"> <thead> <tr><th colspan="5">July 2023</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>14</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>   | July 2023      |    |    |    |  | M | T | W | Th | F | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 14 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 | 31 |    |    |    |    | <table border="1"> <thead> <tr><th colspan="5">January 2024</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table> <p>12 Teacher work day (no students)<br/>15 Martin Luther King, Jr. Day<br/>19 Conference prep (min. day)<br/>22-26 Conferences (min. days)</p> | January 2024  |  |  |  |  | M | T | W | Th | F | 1 | 2 | 3 | 4 | 5 | 8  | 9  | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | 31 |    |    |
|--|----------------|----|----|----|--|---|---|---|----|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---------------|--|--|--|--|---|---|---|----|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| July 2023  |                |    |    |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M  | T              | W  | Th | F  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 3  | 4              | 5  | 6  | 7  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 10   | 11             | 12 | 13 | 14 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 14   | 18             | 19 | 20 | 21 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 24   | 25             | 26 | 27 | 28 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 31   |                |    |    |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| January 2024   |                |    |    |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M  | T              | W  | Th | F  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 1  | 2              | 3  | 4  | 5  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 8  | 9              | 10 | 11 | 12 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 15   | 16             | 17 | 18 | 19 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 22   | 23             | 24 | 25 | 26 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 29   | 30             | 31 |    |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <p>14-16 Teacher Work Days<br/>16 Class Lists posted<br/>17 First Day of School</p> <table border="1"> <thead> <tr><th colspan="5">August 2023</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>       | August 2023    |    |    |    |  | M | T | W | Th | F |   | 1 | 2 | 3 | 4 | 7  | 8  | 9  | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 28 | 29 | 30 | 31 |    | <table border="1"> <thead> <tr><th colspan="5">February 2024</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td></td></tr> </tbody> </table> <p>12 Lincoln Day<br/>19 Washington Day</p>  | February 2024 |  |  |  |  | M | T | W | Th | F |   |   |   | 1 | 2 | 5  | 6  | 7  | 8  | 9  | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 |    |
| August 2023  |                |    |    |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M  | T              | W  | Th | F  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|  | 1              | 2  | 3  | 4  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 7  | 8              | 9  | 10 | 11 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 14   | 15             | 16 | 17 | 18 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 21   | 22             | 23 | 24 | 25 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 28   | 29             | 30 | 31 |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| February 2024  |                |    |    |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M  | T              | W  | Th | F  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|  |                |    | 1  | 2  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 5  | 6              | 7  | 8  | 9  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 12   | 13             | 14 | 15 | 16 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 19   | 20             | 21 | 22 | 23 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 26   | 27             | 28 | 29 |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <p>4 Labor Day<br/>15 Goal Setting prep (min. day)<br/>18-22 Goal Setting (min. days)</p> <table border="1"> <thead> <tr><th colspan="5">September 2023</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> </tbody> </table> | September 2023 |    |    |    |  | M | T | W | Th | F |   |   |   |   | 1 | 4  | 5  | 6  | 7  | 8  | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 | <table border="1"> <thead> <tr><th colspan="5">March 2024</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> </tbody> </table> <p>22 minimum day<br/>25-29 Spring Break</p>   | March 2024    |  |  |  |  | M | T | W | Th | F |   |   |   |   | 1 | 4  | 5  | 6  | 7  | 8  | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 |
| September 2023   |                |    |    |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M  | T              | W  | Th | F  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|  |                |    |    | 1  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 4  | 5              | 6  | 7  | 8  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 11   | 12             | 13 | 14 | 15 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 18   | 19             | 20 | 21 | 22 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 25   | 26             | 27 | 28 | 29 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| March 2024   |                |    |    |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M  | T              | W  | Th | F  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|  |                |    |    | 1  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 4  | 5              | 6  | 7  | 8  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 11   | 12             | 13 | 14 | 15 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 18   | 19             | 20 | 21 | 22 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 25   | 26             | 27 | 28 | 29 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <table border="1"> <thead> <tr><th colspan="5">October 2023</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>   | October 2023   |    |    |    |  | M | T | W | Th | F | 2 | 3 | 4 | 5 | 6 | 9  | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 | 31 |    |    |    | <table border="1"> <thead> <tr><th colspan="5">April 2024</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td></tr> </tbody> </table> <p>1 Spring Holiday</p>   | April 2024    |  |  |  |  | M | T | W | Th | F | 1 | 2 | 3 | 4 | 5 | 8  | 9  | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 |    |    |    |
| October 2023   |                |    |    |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M  | T              | W  | Th | F  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 2  | 3              | 4  | 5  | 6  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 9  | 10             | 11 | 12 | 13 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 16   | 17             | 18 | 19 | 20 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 23   | 24             | 25 | 26 | 27 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 30   | 31             |    |    |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| April 2024   |                |    |    |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M  | T              | W  | Th | F  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 1  | 2              | 3  | 4  | 5  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 8  | 9              | 10 | 11 | 12 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 15   | 16             | 17 | 18 | 19 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 22   | 23             | 24 | 25 | 26 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 29   | 30             |    |    |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <p>10 Veteran's Day<br/>17 minimum day<br/>20-24 Thanksgiving Break</p> <table border="1"> <thead> <tr><th colspan="5">November 2023</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </tbody> </table>                   | November 2023  |    |    |    |  | M | T | W | Th | F |   |   | 1 | 2 | 3 | 6  | 7  | 8  | 9  | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 |    | <table border="1"> <thead> <tr><th colspan="5">May 2024</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table> <p>3 Teacher work day (no students)<br/>30 Open House</p>   | May 2024      |  |  |  |  | M | T | W | Th | F |   |   | 1 | 2 | 3 | 6  | 7  | 8  | 9  | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | 31 |
| November 2023  |                |    |    |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M  | T              | W  | Th | F  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|  |                | 1  | 2  | 3  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 6  | 7              | 8  | 9  | 10 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 13   | 14             | 15 | 16 | 17 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 20   | 21             | 22 | 23 | 24 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 27   | 28             | 29 | 30 |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| May 2024   |                |    |    |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M  | T              | W  | Th | F  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|  |                | 1  | 2  | 3  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 6  | 7              | 8  | 9  | 10 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 13   | 14             | 15 | 16 | 17 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 20   | 21             | 22 | 23 | 24 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 27   | 28             | 29 | 30 | 31 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <p>21-5 Winter Break</p> <table border="1"> <thead> <tr><th colspan="5">December 2023</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> </tbody> </table>   | December 2023  |    |    |    |  | M | T | W | Th | F |   |   |   |   | 1 | 4  | 5  | 6  | 7  | 8  | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 | <table border="1"> <thead> <tr><th colspan="5">June 2024</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> </tbody> </table> <p>6 Last Day of School (min. day)</p>  | June 2024     |  |  |  |  | M | T | W | Th | F | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 |    |    |    |    |    |
| December 2023  |                |    |    |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M  | T              | W  | Th | F  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|  |                |    |    | 1  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 4  | 5              | 6  | 7  | 8  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 11   | 12             | 13 | 14 | 15 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 18   | 19             | 20 | 21 | 22 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 25   | 26             | 27 | 28 | 29 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| June 2024  |                |    |    |    |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M  | T              | W  | Th | F  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 3  | 4              | 5  | 6  | 7  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 10   | 11             | 12 | 13 | 14 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 17   | 18             | 19 | 20 | 21 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 24   | 25             | 26 | 27 | 28 |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |               |  |  |  |  |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

Yellow - minimum day (12:30 dismissal)  
Blue - no school

Student days: 180  
Regular days: 129  
Minimum days: 51  
Teacher days: 183

GB approved

Students enrolled in a public school are mandated, through their parents, to comply with California Education Codes for attendance. Regular attendance is paramount for student learning. This is particularly true for Bellevue's thematic and project-based pedagogical design. All absences should be verified with the front office at [805-595-7169](tel:805-595-7169). As a public school, Bellevue's funding is based on attendance numbers. For absences other than illness, consisting of three school days or more, please see our Independent Study Policy at <http://www.bsfc.org/about-bellevue/policies/>.



# Bellevue-Santa Fe Charter School

---

2022-2023

## Comprehensive School Safety Plan

E.C. 35294.6 (a) each school shall adopt its comprehensive school Safety plan by March 1, 2000, and shall review and update its plan by March 1st every year thereafter. (b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to sections 33126 and 35256.

Approved by BSFCS \_\_\_\_\_

Governing Board: \_\_\_\_\_

Date

Governing Board President: \_\_\_\_\_

Ellen Pitrowski, President

Administrator: \_\_\_\_\_

Julie Turk, Administrator

**CURRENT STATUS OF CRIME COMMITTED  
ON SCHOOL CAMPUS**

**During the 21-22 school year there were:**

**Arrests on Campus: 0**

•

**Charges related to school issues filed: 0**

•

**Arrests and charges for following: 0**

**Reports to Police: 1**



## GENERAL SAFETY PLAN COMPONENTS

CHILD ABUSE REPORTING PROCEDURES

DISASTER PROCEDURES, ROUTINE AND EMERGENCY(EMERGENCY RESPONSE GUIDE)

LOCKDOWN

SHELTER IN PLACE

EARTHQUAKE

EVACUATION

FIRE

BOMB THREAT

STUDENT RELEASE

PANDEMIC FLU

NUCLEAR POWER PLANT EMERGENCY RESPONSE

TRAGIC EVENT PLAN

POLICIES FOR PUPILS WHO COMMITTED AN ACT LISTED IN ED CODE SUBDIVISION (C) OF SECTION 48915 AND OTHER SCHOOL-DESIGNATED SERIOUS ACTS WHICH WOULD LEAD TO SUSPENSION, EXPULSION, OR MANDATORY EXPULSION RECOMMENDATIONS

PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS PURSUANT TO ED CODE SECTION 49079

## BSFCS SAFETY RELATED POLICIES AND PRACTICES

- SAFE INGRESS AND EGRESS FOR PUPILS, PARENTS/GUARDIANS, AND STAFF
- EMERGENCY PREPAREDNESS
- INTENTIONAL CULTURE OF CARE, INTERVENTION, AND SUPPORT
- BEHAVIOR EXPECTATIONS POLICY/BEHAVIOR INTERVENTION FLOW CHART
- DRESS GUIDELINES
- STUDENT USE OF TECHNOLOGY POLICY
- BULLYING POLICY/BULLYING REPORTING FORM
- POLICY PROHIBITING UNLAWFUL HARASSMENT, DISCRIMINATION, AND RETALIATION
- UNIFORM COMPLAINT POLICY
- INTERNAL COMPLAINT POLICY
- PARENT/GUARDIAN INVOLVEMENT POLICY
- SCHOOL-SPONSORED TRIPS POLICY
- ANAPHYLAXIS TREATMENT BOARD POLICY

**GENERAL  
SAFETY PLAN  
COMPONENTS**

# CHILD ABUSE REPORTING PROCEDURES

## STUDENTS

### Child Abuse Reporting Procedures

AR 5141.4(a)

#### Definitions

*Child abuse or neglect* includes the following: (Penal Code 11165.6)

1. A physical injury inflicted by other than accidental means on a child by another person;
2. Sexual abuse of a child as defined in Penal Code 11165.1;
3. Neglect as defined in Penal Code 11165.2;
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3;
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4;
6. Abuse or neglect of a child in out-of-home care, including at school, as defined in Penal Code 11165.5.

*Child abuse or neglect* does not include:

1. A mutual affray between minors; (Penal Code 11165.6)
  2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment; (Penal Code 11165.6)
  3. The exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning; (Education Code 44807)
  4. An amount of force that is reasonable and necessary for a school employee to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student; (Education Code 49001) (cf. 5144 - Discipline)
  5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code 49001)
- Mandated reporters include but are not limited to teachers, substitute teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees, administrators and employees of a licensed day care facility, Head Start teachers, district police or security officers, and administrators presenters or counselors of a child abuse prevention program. (Penal Code 11165.7)

*Reasonable suspicion* means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

#### Reporting Procedures

1. Whenever any mandated reporter, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect, that mandated reporter shall report to Child Protective Services (Penal Code 11166)

# DISASTER PROCEDURES, ROUTINE AND EMERGENCY (EMERGENCY RESPONSE GUIDE)

---

---

## EMERGENCY ACTION

## LOCKDOWN

---

---

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Pull Fire Alarm
- If PEACOCK or Garden are in session, call teachers on cell phones to notify.
- Call 911. Provide location, status of campus, all available details of situation.
- Call District Office 549-1202 to alert Superintendent.
- Assemble Incident Command Team in office. Principal implements command of Incident Command System response until law enforcement arrives.
- When law enforcement arrives the officer in charge becomes the Incident Commander and school administration assists law enforcement response.
- When the situation is given the all clear, school administration and police will unlock classroom doors to evacuate.
- If applicable send out a message via Phone Trees and/or email to parents/staff.

### STAFF ACTIONS:

- If not already in a classroom go to a room that can be locked.
- If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- Immediately lock doors and instruct students to hide out of site.
- Close any shades and/or blinds if it appears safe to do so. Silence cell phone and check email.
- Do not use phones except to report an emergency or report an intruder's location and/or activities.
- Remain quiet and calm in the classroom or secured area until law enforcement or school administration clears the room by identifying themselves and unlocking the door to provide direction.

### STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until door is unlocked by officer or principal.

---

---

## EMERGENCY ACTION

---

---

## SHELTER IN PLACE

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Send an email and or text stating pertinent information: **"Attention please. We are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."**
- Call District Office 549-1202 to alert Superintendent.
- Assemble Incident Command Team in office. Principal implements command of Incident Command System response until law enforcement arrives or otherwise notified.
- Make arrangements for central HVAC shutdown, as necessary.
- Wait for direction from the D.O. or Police Department. Follow & execute plan.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- If applicable send out a message via Phone Trees and/or email to parents/guardians.

### TEACHER and STAFF ACTIONS:

- Upon announced signal, immediately clear students from the halls. Stay away from all doors and windows. Lock doors and do not open until "All Clear" is given.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- If prompted shut down the classroom HVAC system if possible.
- Take attendance and send email to office designee noting students who have left since attendance was taken at the beginning of class.
- Conduct class and wait for further instruction.

### STUDENT ACTIONS:

- Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

---

## EMERGENCY RESPONSE

## EARTHQUAKE

---

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- After shaking stops, assemble Incident Command Team in office. Principal implements command of Incident Command System response until law enforcement or fire department arrives, or otherwise notified.
- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Call District Office 549-1202 to alert Superintendent of school and personnel status. Determine who will inform public information media as appropriate.
- Initiate evacuation procedures school-wide.
- If necessary send search and rescue team to look for trapped students and staff.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- If necessary, be prepared to release students from evacuation area.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

### STAFF ACTIONS:

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.
- After shaking stops wait for Principal/Designee to initiate action to leave the building and evacuate to Assembly Point.
- Check attendance at the assembly area. Report any missing students to principal/site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks
- Do NOT re-enter building until it is determined to be safe.

### IF OCCURS DURING NON-SCHOOL HOURS

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify District Office, who will inform public information media as appropriate.

---

---

## EMERGENCY ACTION

## EVACUATION

---

---

### ANNOUNCEMENT:

1. Fire alarm and Lock Down Procedures.
2. Alert staff following Lock Down Procedures of contact.

Example: **"Attention please. We are starting an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher."**

### PRINCIPAL/SITE ADMINISTRATOR:

- Determine if the Assembly Area is a safe location. If unsafe for the current emergency, designate an alternate Assembly Area.
- After Evacuation is initiated gather all necessary emergency materials. See below.
- Assemble Incident Command Team at Assembly Area. Principal implements command of Incident Command System response until law enforcement or fire department arrives, or otherwise notified.
- Determine if Sweep Teams are necessary. If so, have Sweep Teams cover campus to determine problem areas.
- Determine if First Aid Teams are necessary to assist students or staff in assembly area.
- When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- If ALL CLEAR is not given, be prepared for Student Release from Assembly Point.

### EMERGENCY MATERIALS FOR ASSEMBLY AREA

- Emergency Binders
- Class rosters for attendance
- Emergency Cards
- Student Medicines
- Student Sign Out Binder
- Emergency Supply Box

## **STAFF ACTIONS:**

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- Remain in the Assembly Area until further instructions are given.
- Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

## **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**

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

### **To alert individuals with hearing limitations**

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

### **To evacuate individuals using crutches, canes or walkers**

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

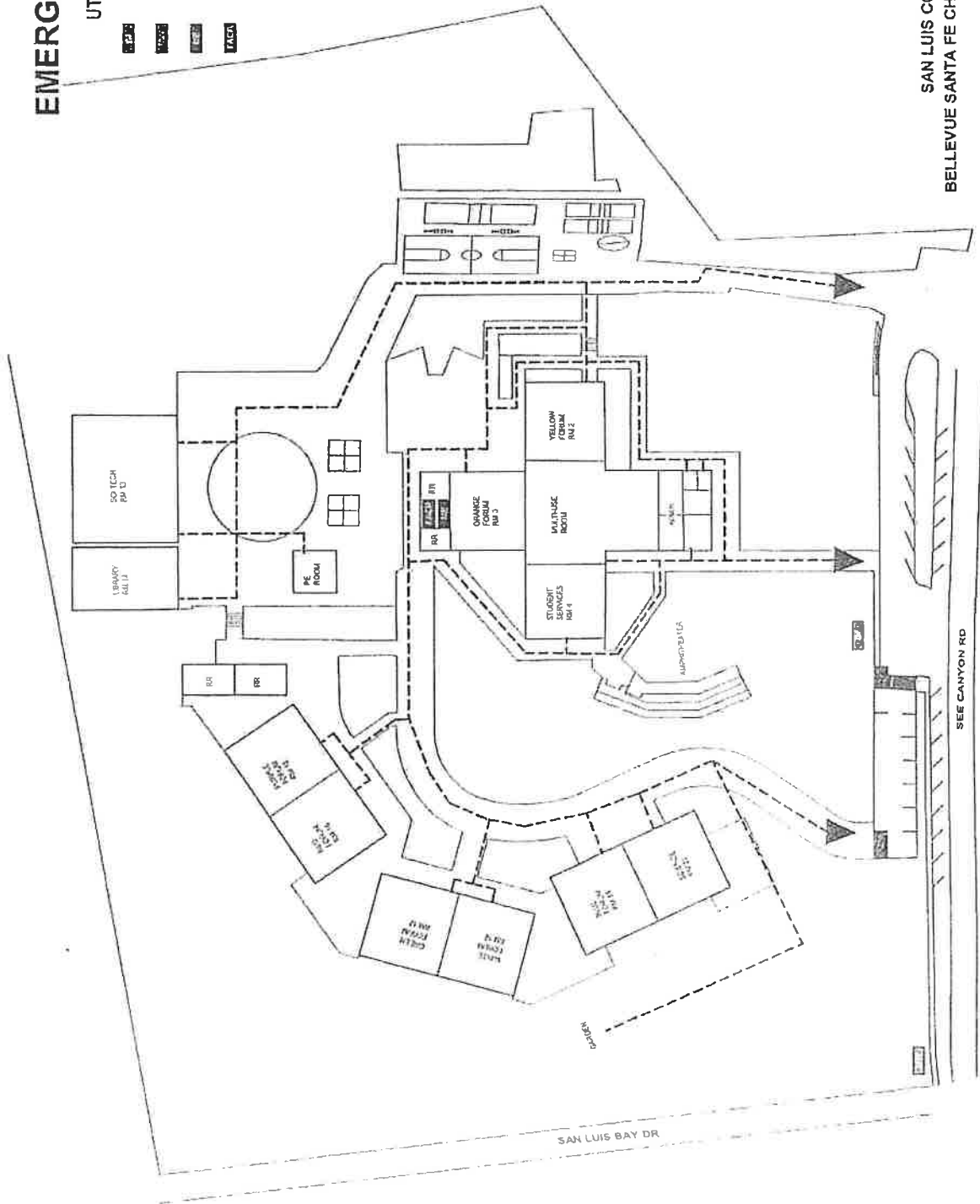
### **To evacuate individuals using wheelchairs**

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



# EMERGENCY ROUTES MAP

- UTILITY SHUT OFF LEGEND**
-  IRRIGATION MAIN SHUT OFF
  -  MAIN WATER SHUT OFF
  -  MAIN ELECTRICAL SHUT OFF
  -  FIRE ALARM CONTROL PANEL



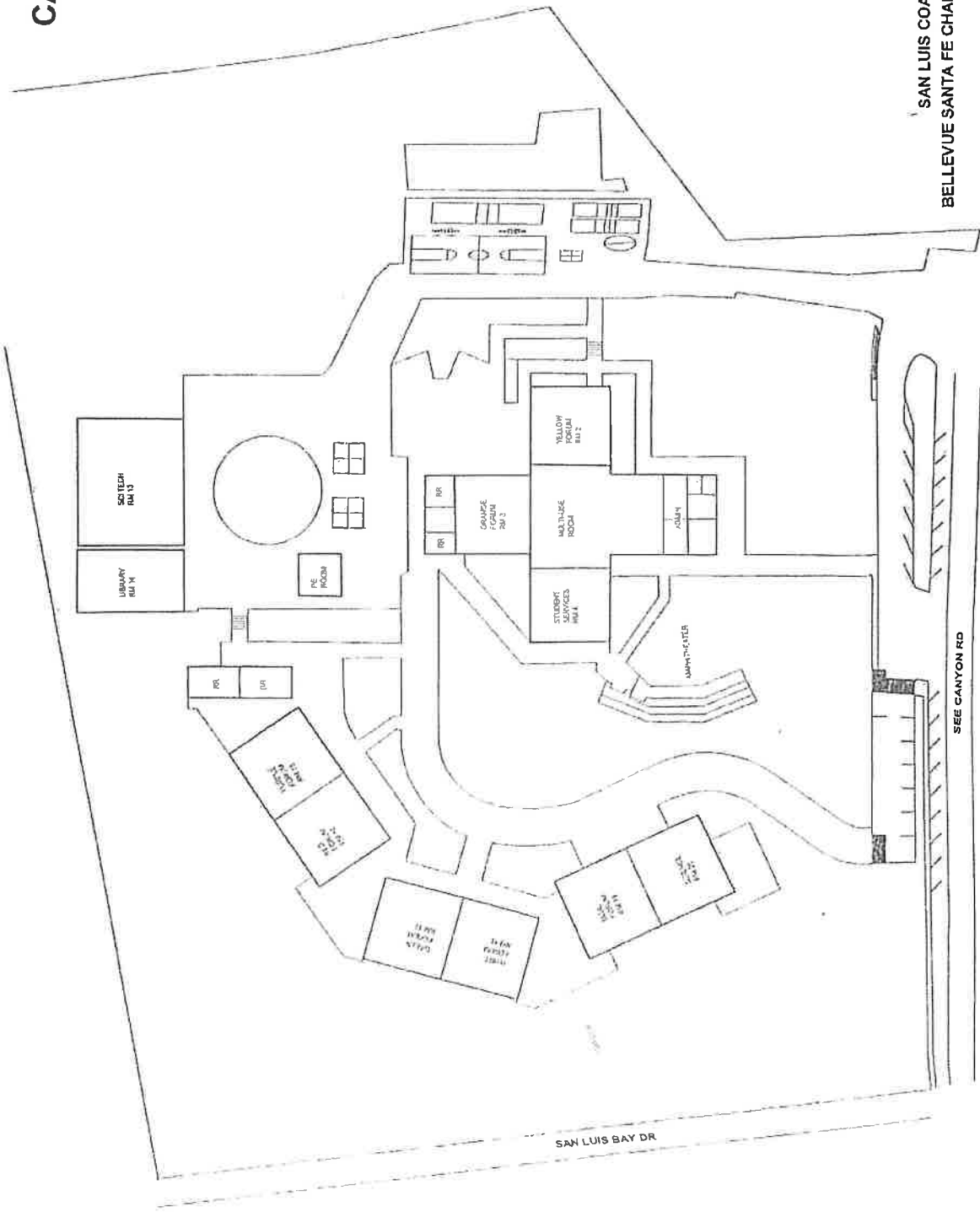
SAN LUIS COASTAL UNIFIED  
 BELLEVUE SANTA FE CHARTER SCHOOL  
 06/18/19



SEE CANYON RD

SAN LUIS BAY DR

# CAMPUS MAP



SAN LUIS COASTAL UNIFIED  
BELLEVUE SANTA FE CHARTER SCHOOL  
06/18/19



Within School Building

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Notify the Fire Department (call 911).
- Call District Office 549-1202 to alert Superintendent.
- Sound the fire alarm and notify staff via email and/or text.
- Immediately **EVACUATE** the school using the primary or alternate fire routes.
- Assemble Incident Command Team in evacuation assembly area. Principal implements command of Incident Command System response until law enforcement, or fire department arrives or otherwise notified.
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for **Bus Evacuation**.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.
- If necessary, be prepared to release students from evacuation area.
- If applicable send out a message via Phone Trees and/or email.

**STAFF ACTIONS:** \* Upon determination of risk or per Administrative notification.

- Evacuate students from the building using primary or alternate fire routes to assembly area. Take emergency materials and supplies. Make sure classroom is cleared of students and doors and windows are closed.
- Ensure control of students while evacuation via the safest route. If they encounter any students in areas other than their classroom at the time of the emergency, they will instruct them to report to the designated Assembly Point.
- At assembly point take roll. Report missing students to the Principal/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building or students are released from assembly area.

Near the School

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

## EMERGENCY RESPONSE

## BOMB THREAT

### PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as *"I am sorry; I did not understand you. What did you say?"*
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.

### Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

**Call 911**

### PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Notify principal or site administrator.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and provide relevant information gathered by person receiving threat.
- Call District Office 549-1202 to alert Superintendent.
- Assemble Incident Command Team in Office. Principal implements command of Incident Command System response until law enforcement arrives or otherwise notified.
- Determine whether to implement evacuation or shelter in place procedures.
- Instruct staff and students to turn off cell phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened areas, the remaining areas will shelter in place.
- If it is necessary to evacuate the entire school, use the fire alarm.
- If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Do not return to the school buildings until it has been inspected and determined safe by proper authorities. If necessary, be prepared to release students from evacuation area.
- If applicable send out a message via Phone Tree and/or Email to parents/staff.

### STAFF ACTIONS:

- When fire alarm is sounded evacuate students as quickly as possible using primary or other designated route. Take emergency packet and supplies. Make sure classroom is cleared of students, and doors and windows are closed.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

## EMERGENCY ACTION

## 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.

### FOUR STEPS FOR STAFF

1. At REQUEST TABLE, verify parent ID and authorization.
2. Direct parent to RELEASE TABLE; radio or send runner for student.
3. At RELEASE TABLE, verify Student Request Form is signed.
4. Release student to custody of authorized adult.

### FOUR STEPS FOR PARENTS

1. Fill out Student Request Form.
2. Show photo ID at REQUEST TABLE.
3. Move to RELEASE TABLE to wait for student.
4. Leave campus immediately after student is released to your custody.

### INCIDENT COMMANDER (PRINCIPAL/SITE ADMINISTRATOR) ACTIONS:

- Set up Incident Command Post (ICP).
- Notify staff of school evacuation and communicate that this is not a drill.
- 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.
- Determine medical and assistance needs after population assessment. Determine search and rescue needs.
- Reassess as situation changes. Reassign emergency teams as needed.
- Keep staff informed as to status of missing students.

### TEACHER and STAFF ACTIONS:

- Evacuate students to designated area, with students grouped as determined by district or school site.
- Take roll by distributing pre-labeled nametags to each student.
- Report population assessment to Incident Commander by holding up green or red card. Mark undistributed nametags with student status beside name:
  - A = Absent*
  - M = Medical; students taken to the First Aid station*
  - U = Missing/Unaccounted*
- Send undistributed nametags to the Student Request Table.
- Organize students. Monitor students' medical and emotional condition.
- Extra staff should partner for other assigned duties; report to Command Post.

## **TEAM ASSIGNMENTS**

### **STUDENT RELEASE TEAM**

- Take supplies to designated Request/Release Table locations.
- 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.
- Post signs and set out file boxes of Student Emergency Cards for each line. Identify volunteer runners and review where to find students.
- Wear identifying IDs.
- Distribute clipboards with Student Request Forms to parents in line.
- Set out white board for special instructions and parent requests.
- 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):**

- Set out parking area directional signs and enlarged site map with walking path designated for parents picking up students.
- Set out traffic cones to cordon off parking for emergency vehicles.
- Maintain order in parking areas; direct cars away from areas for emergency vehicles.
- Report to Incident Command Post any crowd control issues in parking lot and on school grounds.
- 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):**

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

### **CRISIS INTERVENTION COUNSELOR (Health practitioner)**

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

### **RUNNERS (Staff, students and/or parent volunteers - number depends on size of campus)**

- 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.
- 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

# Student Emergency Release Form

Please use one form for each child being picked up.

Student: \_\_\_\_\_  
Last Name First Name

Was released to: \_\_\_\_\_  
Last Name First Name

Parent  Grandparent  Brother  Sister  Other Relative  Neighbor

Telephone Number: \_\_\_\_\_

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

Destination when leaving:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Picture identification shown prior to release:  Yes  No  
If picture identification is not available, approval to release must be authorized by the principal or designated District Administrator.

Released by: \_\_\_\_\_  
Printed Name

Released to: \_\_\_\_\_  
Signature

## EMERGENCY RESPONSE

## PANDEMIC FLU

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

### STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Practice "respiratory hygiene etiquette".
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1-part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

#### Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag



---

## ADDITIONAL DISTRICT PANDEMIC FLU GUIDELINES

---

### 1. Pandemic Flu Supplies for the schools

Boxed Items: electronic thermometer, probe covers, pump hand sanitizer, hand sanitizing wipes, masks.

Roll of kraft paper (to cut place mats for students to sit on)

Additional items to add or have available: scissors, tissues, gloves, paper towels, clipboard, trash cans, blood borne pathogen supplies in case someone vomits etc. Cleaning supplies (flu spreads thru saliva, nasal secretions and feces)

Perhaps stackable popcorn cartons (1/2-gallon size) with a gallon plastic ziploc bag in it for those who need to lie down and don't feel well enough to get up and dispose of tissues in trash can or are coughing hard enough to vomit.

(For long wait for pick up by family consider the ages of the students and possibly: granola bars & water, disposable cups, disposable coloring books, crayons, videos/soothing music)

Radio for contact with other staff if phones not working

### 2. Room for sick students and staff to wait for relatives to pick them up.

Considerations: Room will be separate from the usual health room.

Size of your student population- possible number of sick students

Age of your students

Near a bathroom and water

Room to sit and room for those feeling very ill to lie down.

Some of the elementary school rooms have a sink in the room and a water fountain and a video player.

Phone in room or walkie talkie etc.

### 3. Sick Room Guidelines/Activities

1. **Decide** who will staff the sick room and have a backup person  
(Wear Mask/glove/wash hands frequently)

2. **Assess: students for flu symptoms (temp 101.5, sore throat, headache cough, muscle aches)**

3. **Admit:** if symptomatic (utilize clip board & roster)

#### 4. Comfort Care and Communicable Disease Precautions

- Teach, remind students in protected cough technique, use of tissues & proper disposal, and hand washing.
- Students sit about 3 feet apart-(droplet precautions)
- At desks, or on mat of kraft paper, or on Gym Floor, etc. depending on the place selected
- Supervise quiet entertainment; give verbal comfort, food, fluids if needed.
- **5. Check out:** student to parents (hand out pandemic flu info sheet)

**NUCLEAR POWER PLANT  
EMERGENCY RESPONSE PLAN  
SAN LUIS OBISPO COUNTY/CITIES**

**PLEASE SEE THE RED BINDER  
IN THE PRINCIPAL'S OFFICE  
FOR ALL PROCEDURES**

# BSFCS Tragic Event Planning

## During the School Day Plan

Principal will contact Hospice and other school mental health supports.  
Counseling support will be provided in the SciTech or Library.

Principal will notify staff during the nearest break time (before school, recess, lunch, after school) by holding an emergency meeting in Blue Forum.

Principal will inform of details regarding the event.

Staff will prepare (what/when) to speak with students and parents.

Staff will arrange grief activities for students in forums.

Staff will design a schedule of access for whole school memorial art project in the MPR.

Once staff has been notified, office will begin phone trees and will send an informative email to the community. Supportive resources, information about site-based counseling, time/location for an optional parent meeting the following day, and protocol for families who would like to bring their child home to process the event will be communicated. If there is a directly impacted classroom, parents will be invited to support at a specific time for when the news is communicated to the students.

Non-forum teachers (Christian volunteered) will cover additional break time for students.

Students and staff will go to respective Forums.

Teachers will speak to class to deliver news at agreed upon time. (Say sorry, Use direct language, Talk about how grief looks and feels differently, Take questions, Provide comfort by recognizing others' emotions, Recognize that this may bring up emotions and memories from previously experienced events, Inform about counseling access, Review the remainder of the day's schedule with expressed flexibility)

Teachers will provide options for in-class art projects:

- 1) Art of memories to keep (mini-books, poetry art, memory tree, etc.)
- 2) "Inside My Heart" (listing/drawing of safe/ happy people, places, and experiences)\*See handout
- 3) Art for person who died or for people experiencing the loss (cards, decorative letters, hands on craft, etc.)

School-wide art will be set up in the MPR to make a butcher paper banner. The schedule will be utilized and access to the banner will be made available at all times for students.

The principal will visit classrooms with a mental health professional to support students and teachers by taking questions and reiterating information regarding grief looking different.

The adult community (staff, caregivers) will watch students whom for signs of maladaptive responses to the loss, like changes in personality, loss of interest in things they typically enjoy, suicidal references, etc. Adults must be willing to ask students direct questions about their thoughts, feelings, and emotions. And sometimes the clues can come from second hand sources rather than directly from those in highest need of mental health support. The adult community should report on the above to school admin.

Principal and staff meet in Blue Forum at 3:15 to determine further actions, planning, and scheduling for upcoming days.

Counseling will be made continuously available for students and staff.

A optional parent/guardian meeting will be scheduled with the principal, mental health professional, and any interested staff to provide resources, information, and support to the community the following day from 9:00-10:00 am in the MPR.

Admin should consult with family of deceased regarding how they prefer the loss to be addressed at school, and if they need any assistance. This is consultation only, admin makes final determination of appropriate responses. For example, no long term, permanent memorials for suicide.

### Outside of the School Day

Principal will contact Hospice and other school mental health supports.  
Counseling support will be provided in the SciTech or library.

Principal will notify staff immediately via phone call.

Once staff has been notified, Principal will initiate phone trees and will send an informative email to the community. Supportive resources, information about site-based counseling, time/location for an optional parent meeting the following day, and protocol for families who would like to have their child home to process the event will be communicated. Parents will be invited to support at a specific time for when the news is discussed with the students.

An emergency meeting in Blue Forum will be held at 8:00am. Christian will cover yard duty.

Principal will inform of details regarding the event.

Staff will prepare(what/when) to speak with students and parents.

Staff will arrange grief activities for students in forums.

Staff will design a schedule of access for whole school memorial art project in the MPR.

Assembly will be canceled.

Students and staff will go directly to respective forums to discuss the situation.

A optional parent/guardian meeting will be scheduled with the principal, mental health professional, and any interested staff to provide resources, information, and support to the community the following day from 9:00-10:00 am in the MPR.

Teachers will speak to class to discuss the event. (Say sorry, Use direct language, Talk about how grief looks and feels differently, Take questions, Provide comfort by recognizing others' emotions, Recognize that this may bring up emotions and memories from previously experienced events, Inform about counseling access, Review the day's schedule with expressed flexibility)

Teachers will provide options for in-class art projects:

- 4) Art of memories to keep (mini-books, poetry art, memory tree, etc. )
- 5) "Inside My Heart" (listing/drawing of safe/ happy people, places, and experiences)\*See handout
- 6) Art for person who died or for people experiencing the loss (cards, decorative letters, hands on craft, etc.)

School-wide art will be set up in the MPR to make a butcher paper banner. The schedule will be utilized and access to the banner will be made available at all times for students.

The principal will visit classrooms with a mental health professional to support students and teachers by taking questions and reiterating information regarding grief looking different.

The adult community (staff, caregivers) will watch students whom for signs of maladaptive responses to the loss, like changes in personality, loss of interest in things they typically enjoy, suicidal references, etc. Adults must be willing to ask students direct questions about their thoughts, feelings, and emotions. And sometimes the clues can come from second hand sources rather than directly from those in highest need of mental health support. The adult community should report on the above to school admin.

Principal and staff meet in Blue Forum at 3:15 to determine further actions, planning, and scheduling for upcoming days

Counseling will be made continuously available for students and staff.

Admin should consult with family of deceased regarding how they prefer the loss to be addressed at school, and if they need any assistance. This is consultation only, admin makes final determination of appropriate responses. (For example, no long term, permanent memorials for suicide.)

**Resources:**

California Department of Education

"Crisis Preparedness"

<http://www.cde.ca.gov/lr/ss/cp/>

Speaking with and supporting children during a loss:

"A Guide for Times Like These: How to Help Your Kids, Friends, and Self in the Time of Tragedy"

<http://www.mentalwellnesscounseling.com/tragedy/>

Hospice Information for Speaking with Children about Death and Coping with Tragedy

<http://www.hospicenet.org/html/child.html>

Book Lists about Death and Grief for Children:

<http://growingbookbybook.com/books-for-kids-on-death-and-grief/>

<http://www.notimeforflashcards.com/2010/09/books-about-death.html>

<https://whatsyourgrief.com/childrens-books-about-death/>

Activities for Supporting Children During a Time of Tragedy:

Make a "Coping Skills Toolbox"

<http://www.buzznet.com/2013/03/lets-make-coping-skills-toolbox/>

Make a "Graffiti Wall"

<https://whatsyourgrief.com/graffiti-wall-a-grief-activity-for-kids/>

"Inside My Heart" Activity to Promote Feelings of Safety

<https://kristinamarcelli.wordpress.com/2014/04/06/in-my-heart/>

Art Journaling for Grief

<https://whatsyourgrief.com/grief-art-journal-activity-for-grievers/>

18 Coping Skills Activities

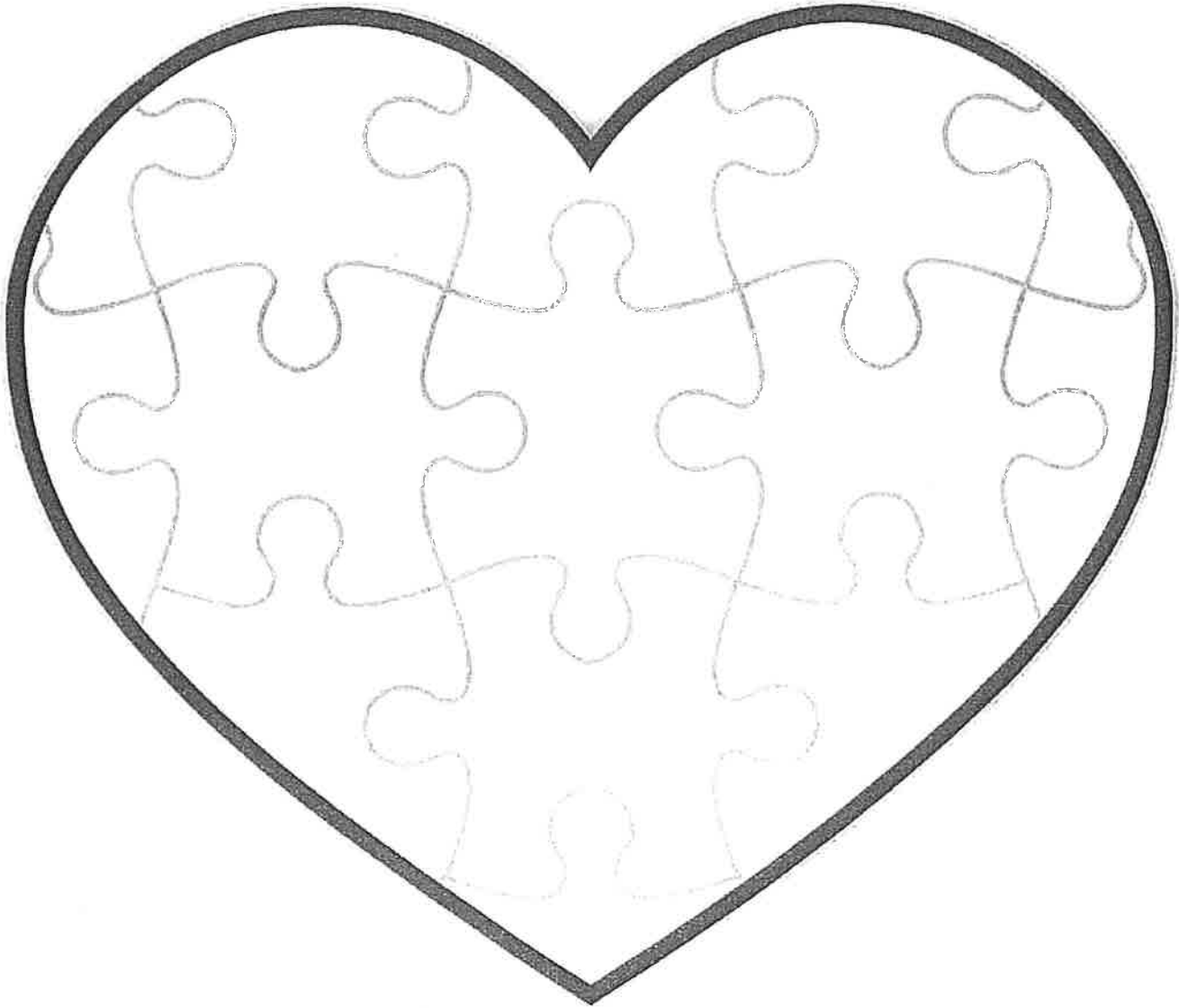
<http://www.thehelpfulcounselor.com/18-coping-skills-strategies-for-children-and-teens/>



It is okay to love and care about different people. There is room in my heart for many people, memories, animals, and other things that are important to me. I can always think of these people, memories, and other things I love. When I imagine them in my heart, it can help me feel safe and peaceful.

---

\_\_\_\_\_ **'s heart**



# POLICIES FOR PUPILS WHO COMMITTED AN ACT LISTED IN SUBDIVISION (C) OF SECTION 48915 AND OTHER SCHOOL- DESIGNATED SERIOUS ACTS WHICH WOULD LEAD TO SUSPENSION, EXPULSION, OR MANDATORY EXPULSION RECOMMENDATIONS

## STUDENTS

AR 5144.1 (page a)

### Suspension and Expulsion/Due Process

#### DEFINITIONS

**Suspension** from school means removal of a student from ongoing instruction for adjustment purposes. However, *suspension* does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Education for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

**Expulsion** means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

**Day** means a calendar day unless otherwise specifically provided. (Education Code 48925)

**School day** means a day upon which the schools of the District are in session or weekdays during the summer recess. (Education Code 48925)

**Student** includes a student's parent/guardian or legal counsel. (Education Code 48925)

**Principal's designee** means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee, and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office.

**School property** includes, but is not limited to, electronic fields and databases. (Education Code 48900[p])

**District** means the San Luis Coastal Unified School District.

**The Board** means the governing board (also known as the Board of Education or Board of Trustees) of the District. "Board of Education," "Board of Trustees," and "Board" are synonymous throughout.

**Parent** means a student's parent(s) or legal guardian(s).

**Superintendent** means the District's superintendent of schools and/or his or her designee.

**GROUND FORS SUSPENSION AND EXPULSION**  
**Suspension and Expulsion/Due Process**

AR 5144.1 (page b)

**NOTICE OF REGULATIONS**

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension, and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment.  
*(cf. 5144 - Discipline)*

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline.  
*(cf. 5145.6 - Parental Notifications)*

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900[a])

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

2. 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 student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900[b])  
*(cf. 5131 - Conduct)*  
*(cf. 5131.7 - Weapons and Dangerous Instruments)*  
Note: This includes, but it not limited to, any firearm whether or not loaded or fully operative.

3. 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. (Education Code 48900[c])  
*(cf. 5131.6 - Alcohol and Other Drugs)*  
Note: If this violation reoccurs within one calendar year from date of infraction in San Luis Coastal Unified School District, a recommendation for expulsion will be made.

4. 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, alcohol beverage or intoxicant. (Education Code 48900[d])  
Note: Due to the seriousness of this offense, any infraction of this rule in San Luis Coastal Unified School District shall result in suspension and/or expulsion and notification to police.

5. Committed or attempted to commit robbery or extortion. (Education Code 48900[e])  
Note: Due to the seriousness of this offense, any infraction of this rule in San Luis Coastal Unified School District shall result in suspension and/or expulsion and notification to police.

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900[f])

7. Stole or attempted to steal school property or private property, including electronic files. (Education Code 48900[g])



**GROUND FORS SUSPENSION AND EXPULSION (continued)**  
**Suspension and Expulsion/Due Process**

AR 5144.1 (page c)

8. 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. (Education Code 48900[h])
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900[i])
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900[j])
11. 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. (Education Code 48900[k])
12. Knowingly received stolen school property or private property. (Education Code 48900[l])
13. Possessed an imitation firearm; e.g., 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. (Education Code 48900[m])
14. 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. (Education Code 48900[n])
15. Harassed, threatened, or intimidated a student who is a complaining witness or a 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. (Education Code 48900[o])
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900[p])
17. Engaged in, or attempted to engage in hazing as defined in Education Code 32050. Hazing includes any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to these organizations, which causes, or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school. (Education Code 48900[q])
18. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

"Terrorist threat" includes any statement, whether written or not, by which 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 reasonable person to be in sustained fear for his or her 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.

19. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2).

The sexual harassment 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. (cf. 5145.7 - Sexual Harassment)

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)  
(cf. 5145.9 - Hate-Motivated Behavior)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts including injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)  
(cf. 5145.9 - Hate-Motivated Behavior)

21. Intentionally engaged in harassment, threats, or intimidation, directed against District personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

22. Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel. (Education Code 48900 (r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 32261)

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period, whether on or off the school campus; and
4. During, going to, or coming from a school-sponsored activity.

*Note: Consequences for offenses include: immediate suspension, change of placement, mandatory recommendation for expulsion, and notification of appropriate law enforcement agency.*

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

#### **REMOVAL FROM CLASS BY A TEACHER/PARENTAL ATTENDANCE**

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

When removing a student from his/her class, the teacher shall immediately report this action to the principal/designee and send the student to the principal for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed.

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A school administrator may attend if either the parent/guardian or teacher so requests.

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal /designee. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

**REMOVAL FROM CLASS BY A TEACHER/PARENTAL ATTENDANCE (continued) AR 5144.1**  
(page f)  
**Suspension and Expulsion/Due Process**

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal/designee shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

This notice shall also

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date;
2. Describe the legal protections afforded to the parent/guardian as an employee under Labor Code 230.7;
3. State that, if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student;
4. Ask the parent/guardian to meet with the principal/designee after the visit and before leaving school, as required by Education Code 48900.1.

The Superintendent, principal or principal's designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

**SUSPENSION BY SUPERINTENDENT, PRINCIPAL OR PRINCIPAL'S DESIGNEE**

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. Suspension also may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated items 1 through 5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

When other means of correcting a student's behavior are implemented prior to imposing suspension upon the student, including supervised suspension, the Superintendent, principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The Superintendent or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence;
2. Brandishing a knife, as defined in Education Code 48915(g), at another person;
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058;
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Item 14 under "Grounds for Suspension and Expulsion" above;
5. Possessing an explosive. The term "explosive" means "destructive device" as described in 18 U.S.C. Section 921.

**SUSPENSION BY SUPERINTENDENT, PRINCIPAL OR PRINCIPAL'S DESIGNEE (continued)**  
AR 5144.1 (page g)

**Suspension and Expulsion/Due Process**

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case, suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903-48912)

The Superintendent or designee may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which a student may be suspended in any school year. (Education Code 48903)

Suspensions initiated by the Superintendent, principal, or principal's designee shall be initiated according to the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the principal, designee, or the Superintendent with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her. The student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911[b])

This conference may be omitted if the principal, designee, or the Superintendent 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. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as student is physically able to return to school. (Education Code 48911[c])

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the principal/designee.
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee 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. (Education Code 48911)

Notice shall state the specific offense committed by the student. (Education Code 48900.8)  
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 add that state law requires the parent/guardian to respond to such requests without delay.

**SUSPENSION BY SUPERINTENDENT, PRINCIPAL OR PRINCIPAL'S DESIGNEE (continued)**  
**Suspension and Expulsion/Due Process** AR 5144.1 (page  
h)

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester/trimester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911[g])

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.  
(cf. 6173.1 – Education for Foster Youth)

**SUSPENSION BY THE BOARD**

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal or Principal's Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester/trimester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079.  
(cf. 9321 - Closed Session Purposes and Agendas)

**SUSPENSION BY THE BOARD (Continued)**  
**Suspension and Expulsion/Due Process**

AR 5144.1 (page i)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by certified mail. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

**ON-CAMPUS SUSPENSION PROGRAM**

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to a separate, supervised suspension classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.
5. Students assigned to a supervised suspension classroom shall be separated from other students at the school site for the period of suspension in a separate classroom, building, or site for students under suspension.
6. This section does not place any limitation on the District's ability to transfer a student to another class or a continuation education school.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

**STUDENT WORK ASSIGNMENTS**

The teacher of any class from which a student is suspended shall provide to the student all assignments and tests the student would otherwise miss while suspended. It is the student's responsibility to request his/her work. The teacher may require the suspended student to complete any assignments and test missed during the suspension. (Education Code 48913)

**EXCLUSION FROM DISTRICT PROPERTY/ACTIVITIES**

During the period of a suspension, the student shall not enter or come on to any District property or grounds and shall not attend any District or school-sponsored activities or events, except as or unless otherwise instructed by a school administrator.

Students serving in the on-campus supervision program shall not attend any District or school-sponsored activities or events unless permitted by a school administrator.

**REMOVAL OF SUSPENSION RECORD**  
**Suspension and Expulsion/Due Process**

AR 5144.1 (page j)

A student with senior standing (or the parent/guardian of the student) who has a record of one prior suspension may submit a written request to the Superintendent/designee to remove from the student's official school file the record of that suspension, unless that suspension was for any of the acts in the sections entitled "Mandatory Recommendation for Expulsion" or "Mandatory Recommendation and Mandatory Expulsion."

1. The Superintendent/designee shall consult with school personnel and may take any action he/she deems appropriate in connection with reviewing the request. If, in the sole determination of the Superintendent/designee, removal will promote the educational interests of the student and the District and not adversely affect the District, the Superintendent/designee may remove the record of the suspension. The Superintendent's/designee's decision shall be final and not subject to review.
2. The Superintendent/designee shall notify the student or parent and the principal of the school attended by the student of the Superintendent's/designee's determination in writing within 30 days of receipt of the request.
3. If the Superintendent/designee grants the request, the record of the suspension shall be sealed and placed in a separate file in the principal's office.
4. The principal or the principal's designee may refer to the precipitating conduct and/or suspension in the event that the student commits another act prior to his or her graduation, which is grounds for discipline.
5. Upon graduation, the record of the student's suspension will be taken from the sealed file and destroyed as directed by the Board of Education, pursuant to applicable law and regulations.

**ALTERNATIVE TO SUSPENSION OR EXPULSION**

As an alternative to, or as a part of suspension, the Board of Education, the Superintendent, the principal or the principal's designee may require the student to perform community service on school grounds, or in the community with written permission of the parent or guardian, during non-school hours. The community service may include, but is not limited to, work performed on

school grounds, or in the community in the areas of outdoor beautification, campus or community betterment, and teacher, peer, or youth assistant programs, except in instances where suspension is required by Education Code.

The Superintendent or principal/principal's designee may impose alternatives to suspension or expulsion, including, but not limited to, counseling for a student subject to discipline pursuant to this regulation.

These alternatives are discretionary and should not under any circumstances, be construed as prerequisites to suspension or expulsion of the student.

**AUTHORITY TO EXPEL**

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed certain offenses listed below under "Mandatory Recommendation and Mandatory Expulsion." If the Board finds that a student has committed an offense listed under "Mandatory Recommendation and Mandatory Expulsion," the Board shall not be required to make either of the two findings listed in the following paragraph.



The Board may also order a student expelled for any of the acts listed under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, or designee. For any offense not listed below under "Mandatory Recommendation and Mandatory Expulsion," the Board must find either or both of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That, due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

**MANDATORY RECOMMENDATION FOR EXPULSION**

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal, Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915[a] (1))

- (A) Causing serious physical injury to another person, except in self-defense;
- (B) Possession of any knife as defined in Education Code 48915(g), or other dangerous object of no reasonable use to the student;
- (C) Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for either of the following: (i) the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. (ii) The possession of over-the-counter medication for use by a pupil for medical purposes or medication prescribed for the pupil by a physician.
- (D) Robbery or extortion;
- (E) Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

**MANDATORY RECOMMENDATION AND MANDATORY EXPULSION**

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915[c])

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Item 14 under "Grounds for Suspension and Expulsion" above.
5. Possession of an explosive. The term "explosive" means "destructive device" as described in 18 U.S.C. Section 921.

Upon finding that the student committed any of the above acts, the Board shall expel the student without the need to make any additional findings. (Education Code 48915[c])

## **PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS PURSUANT TO SECTION 49079 (a)**

Pursuant to the provisions of California Education Code Section 49079, the district is required to inform teachers of each student who has engaged in (or is reasonably suspected to have engaged in) an offense for which students can be expelled under Education Code Section 48900 (other than possession or use of tobacco). A list of students (and their offenses for the past three years) is maintained in the Principal's office at your school. Teachers may visit with the Principal or Assistant Principal to view the information.

Any information received by a teacher pursuant to Education Code Section 49079 shall be received in confidence for the limited purpose for which it was obtained and shall not be further disseminated by the teacher.

**BSFCS SAFETY  
RELATED  
POLICIES AND  
PRACTICES**

### BSFCS Emergency Preparedness

Emergency Response Binders have been created and are maintained for staff. A Nuclear Power Plant Emergency Response Plan is in place per the Principal's Emergency Binder. Regularly scheduled safety drills are conducted with staff and/or students.

### Intentional Culture of Care, Intervention, and Support

School programs are in place to support students' academic, emotional, social, and physical well-being. These programs include:

- Counseling Services
- Friendship/Social Skills Practice
- Student Study Team Procedures
- Resource Specialist Support
- Speech/Language Pathologist Support
- Occupational Therapy School Support
- Playground Supervision Training
- Staff Training:
  - Emergency Safety Procedures
  - Mandated Reporter
  - Bloodborne Pathogens
  - Anti-Bullying
  - CPR/First Aid/AED
  - Curriculum and Instructional Professional Development

School events and communication to support community involvement includes:

- School Website
- Weekly MiniBulldog School Reminders/Information
- Monthly Bulldog School Newsletter
- Weekly Classroom Newsletters
- Open House
- Town Hall Meeting
- Volunteer/Staff-Ran Electives
- Volunteer Appreciation Breakfast
- PTO Meetings and Events
- New Family Orientation
- School Tours
- SciTech Tours
- SciTech Volunteers
- Governing Board Parent/Guardian Representatives
- Volunteer-Ran Lunch Program
- Extra Curriculars
- Camp Bulldog (after school program)
- Kindergarten Round-Up

## BSFCS Safe Ingress and Egress for Pupils, Parents/Guardians and Staff

Protocols for the safe ingress and egress for pupils and parents are outlined below.

### **School Hours**

School begins at 8:30 a.m. on Mondays through Friday. There is no playground supervision until 8:00 a.m. For safety reasons, children are not to arrive at school before this time. The school day ends at 3:00 p.m. Monday, Tuesday, Thursday and Friday with pick up supervision in front of the school ending at 3:15 p.m. On Wednesdays and other minimum days, school ends at 12:30 p.m. and pick up supervision in front of the school ends at 12:45 p.m.

### **Drop-Off and Pick-Up**

Please do not drop off your child before 8:00 a.m., as there is no supervision provided by the school until this time. Likewise, make sure your child is picked up by 3:15 p.m. Parking lot safety rules are to be followed: Stay in your car if at the yellow curb and pull forward as space opens; Park in a designated parking space if you need to exit your car; Students must be accompanied by an adult in the parking lot; Use designated walkways.

### **Tardiness and Punctuality**

Please make every attempt to have your child arrive to school on time. Tardiness is an interruption to the learning process of both the tardy student and the other students in his/her classroom. The MPR doors will remain open, students arriving after the second bell at 8:30am will be marked "Tardy." Students who arrive after Assembly ends are to report in at the school office before going to class. In the case of frequent tardiness, parents will be contacted and corrective action will be taken.

### **Appointments / Release of Students During School Time**

Parents/Guardians are urged to schedule medical and other appointments so that they do not conflict with class time. If it is necessary for students to leave the school grounds before the regular dismissal time, parents/guardians are asked to send a written note to the teacher indicating their intentions or to call the school office before coming to pick up their child. Students MUST be signed out in the office before leaving. They will not be released to anyone other than their parents/guardians without written authorization. If they are to return to school or arrive late following an appointment, they must check in through the office before going to class.

### **Illness or Accidents at School**

When a child becomes ill at school or is involved in an accident, he/she is sent to the office for minor first aid. If the injury or illness warrants, the parent/guardian is called and requested to take the child home for further care. An authorized adult must sign the child out of school. Accident /illness insurance is not provided by the school district – it is the responsibility of the parent/guardian.

### **Student Emergency Contact Information**

Parents complete student information cards annually. This includes parent contact information and the name, address and phone number of persons to contact if the parent/guardian cannot be reached in an emergency. It may also contain the contact number of the child-care provider. Parents/Guardians are encouraged to keep this information up-to-date by notifying the office of any changes. All information is legally required.

**Safe Walking / Bike-Riding Routes**

Parents/Guardians are urged to plan safe routes to school with their children and to caution them about crossing streets against signals, or at places other than crosswalks. Children should exercise caution near San Luis Bay Drive. Students who ride bikes to and from school must always wear a helmet and must have and use a family-provided bike lock.

**Bicycle Safety Rules**

ALL bicycle riders must park bikes in the racks provided and lock them while at school with a lock furnished from home. Additionally:

1. Bikes are to be walked on school grounds.
2. Riding double is not permitted.
3. Always wear a helmet! Students without helmets will not be allowed to ride their bikes to school.

**Skateboards, Roller Blades, Wheelie Shoes and Scooters**

For safety reasons, skateboards, roller blades, wheelie shoes, and scooters are not appropriate for transportation to school, and are not to be used on the school campus without predetermined administrative approval.

**Visitors and Volunteer Guidelines**

Parents/Guardians may visit their child's classroom and are valued as volunteers in accordance to our policies. For the convenience of all concerned, the visitation is preferred to be scheduled with the teacher in advance. All volunteers or visitors must sign in and out at the front office. Please see the Parent/Guardian Involvement Policy and the Volunteer Pamphlet from the Back to School Packet.

**Staff**

Staff members annually review the school safety procedures so they can protect student safety in the event of an emergency. Staff members are provided keys for access to classrooms, office, library, multipurpose room, bathrooms, and all other common areas. Staff parking is provided in the parking lot.

## Bellevue-Santa Fe Charter School

# Student Behavior Expectations Policy

BSFCS maintains high expectations for behavior. BSFCS student behavior expectations are shared with families at the beginning of the year. Students receive behavior expectation information through morning Assembly and their classroom teachers. Appropriate behavior is reinforced through staff direction. Our behavior expectations and school parameters are for student safety and our responsibility to promote an optimal learning environment for all students.

### SCHOOL GUIDING PRINCIPLE:

**At BSFCS, we believe in respect.**

### RULES OF STUDENT CONDUCT:

- ❖ Respect for self:
  - Use positive self talk.
  - Appreciate and take care of what you have been given.
  - Try your best.
  - Seek help when needed.
  - Keep items that may be a disruption to your learning or positive play at home.
- ❖ Respect for others:
  - Treat others as they want to be treated.
  - Use kind words and school appropriate topics of conversation.
  - Keep your hands to yourself and engage in safe play.
  - Welcome others to your groups.
  - Listen to others when they speak and take their feelings into consideration.
  - Be helpful.
- ❖ Respect for this place:
  - Be where you are supposed to be (see School Parameters below) at all times.
  - If you take something out, put it away.
  - If you injure something or someone, work to repair it or the relationship with him/her.
  - Take ownership for your actions and work to make positive growth.
  - Take direction from BSFCS staff and participate in curriculum.
  - Practice positive, safe digital citizenship and appropriate use of technology on campus.

### **SCHOOL PARAMETERS:**

Students are only to be in classrooms and non-specified areas when given permission by a supervising BSFCS staff member. During instruction, students may only leave the classroom with BSFCS staff approval. Students are expected to return to class efficiently without disruption.

#### Specified Student Areas and Expectations:

8:00: Students hang up backpacks and are to be in staff supervised areas of the blacktop, field, and/or playground.

8:25-8:30: First bell rings at 8:25. Students put away playground supplies on the ball cart and walk to Morning Assembly (in the MPR or Amphitheater).

8:30: Students report to the MPR. Students arriving after the second bell rings at 8:30 are marked 'Tardy.'

8:45: Students walk to classrooms and line up at their forum door until the forum teacher welcomes them in.

10:30: Students eat snack in the Food Area and clean up their items prior to play. Students are to be in staff supervised areas of the blacktop, field, and/or playground.

10:45: At the bell, students put away playground supplies on the ball cart and walk to classrooms. Students line up at their forum door until the forum teacher welcomes them in.

12:10: K-3 students bring hot lunch sticks and/or lunch boxes to the Food Area. Students eat and stay in the Food Area until 12:20.

12:20: 4-6 students bring hot lunch sticks and/or lunch boxes to the Food Area. Beginning at 12:20, K-3 students are able to clean up their items and proceed to play. All students are to be in staff supervised areas of the blacktop, field, and/or playground.

12:50: At the first bell, K-3 students put away playground supplies on the ball cart, get drinks of water, and walk to classrooms. Students line up at their forum door until the forum teacher welcomes them in.

1:00: At the second bell, 4-6 students put away playground supplies on the ball cart, get drinks of water, and walk to classrooms. Students line up at their forum door until the forum teacher welcomes them in. Designated 6th Grade students put away the ball cart in the PEACOCK room.

Dismissal (12:30 on minimum days, 3:00 on regular days): Students are dismissed by BSFCS staff to gather their items and walk directly to the front of the school to calmly wait for pick up under staff supervision on the grass west of the cement wall or directly report to After School Care.

Students who are not awaiting pick up or attending After School Care should be in the direct proximity of their parents/guardians and be calmly moving towards exiting the campus.



### **BEHAVIOR INTERVENTIONS AND CONSEQUENCES**

Behavioral interventions and consequences are designed to help children be successful students and to maintain a safe and stimulating learning environment. School-based interventions and consequences work best when they are clear and specific to the situation, help the student to improve his/her behavior, and are consistently applied with support from parents/guardians for appropriate behavioral outcomes. BSFCS utilizes the associated BSFCS Behavior Flow Chart to demonstrate site-wide interventions and consequential actions for behavioral situations in accordance to California Education Code. Each teacher develops a set of classroom rules and expectations that are in line with the school behavior policy. Teachers facilitate clear communication of classroom rules. Rules are taught, practiced, and reinforced for students.

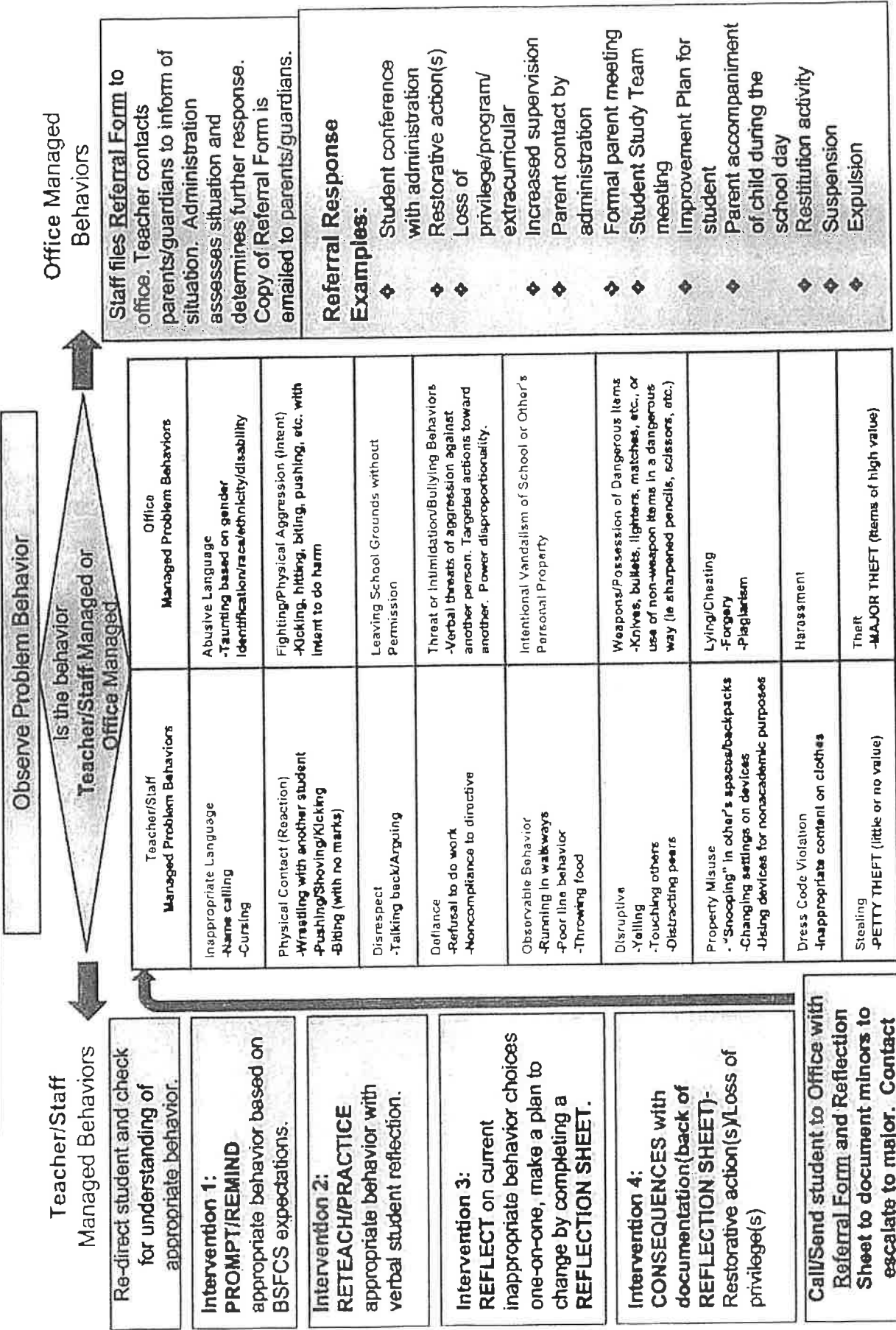
### **OBLIGATION OF A SCHOOL OF CHOICE**

BSFCS recognizes that our pedagogy and practices may not be the best fit for every learner. Student participation is a requirement to learning through project-based experiences within a thematic, collaborative model. It is our obligation to notify families of student behavior that may indicate the student's need for a more structured educational model than the one offered at BSFCS.

Updated 5/11/18

# Belleve-Santa Fe Charter School Behavior Flow-Chart

\*Based on previously taught, reinforced, and practice of appropriate behavior expectations.



Teacher/Staff Managed Behaviors

Re-direct student and check for understanding of appropriate behavior.

**Intervention 1: PROMPT/REMIND**  
appropriate behavior based on BSFCS expectations.

**Intervention 2: RETEACH/PRACTICE**  
appropriate behavior with verbal student reflection.

**Intervention 3: REFLECT** on current inappropriate behavior choices one-on-one, make a plan to change by completing a REFLECTION SHEET.

**Intervention 4: CONSEQUENCES with documentation(back of REFLECTION SHEET)-**  
Restorative action(s)/Loss of privilege(s)

Office Managed Behaviors

Staff files Referral Form to office. Teacher contacts parents/guardians to inform of situation. Administration assesses situation and determines further response. Copy of Referral Form is emailed to parents/guardians.

**Referral Response Examples:**

- ◆ Student conference with administration
- ◆ Restorative action(s)
- ◆ Loss of privilege/program/extracurricular
- ◆ Increased supervision
- ◆ Parent contact by administration
- ◆ Formal parent meeting
- ◆ Student Study Team meeting
- ◆ Improvement Plan for student
- ◆ Parent accompaniment of child during the school day
- ◆ Restitution activity
- ◆ Suspension
- ◆ Expulsion

Call/Send student to Office with Referral Form and Reflection Sheet to document minors to escalate to major. Contact parents/guardians.

| Teacher/Staff Managed Problem Behaviors  | Office Managed Problem Behaviors   |
|--|--|
| Inappropriate Language<br>-Name calling<br>-Cursing  | Abusive Language<br>-Taunting based on gender<br>-Identification/race/ethnicity/disability   |
| Physical Contact (Reaction)<br>-Wrestling with another student<br>-Pushing/Shoving/Kicking<br>-Biting (with no marks)                  | Fighting/Physical Aggression (Intent)<br>-Kicking, hitting, biting, pushing, etc. with intent to do harm   |
| Disrespect<br>-Talking back/Arguing  | Leaving School Grounds without Permission  |
| Defiance<br>-Refusal to do work<br>-Non-compliance to directive  | Threat or Intimidation/Bullying Behaviors<br>-Verbal threats of aggression against another person. Targeted actions toward another. Power disproportionality.            |
| Observable Behavior<br>-Running in walkways<br>-Poor line behavior<br>-Throwing food   | Intentional Vandalism of School or Other's Personal Property   |
| Disruptive<br>-Yelling<br>-Touching others<br>-Distracting peers   | Weapons/Possession of Dangerous Items<br>-Knives, bullets, lighters, matches, etc., or use of non-weapon items in a dangerous way (ie sharpened pencils, scissors, etc.) |
| Property Misuse<br>-“Snooping” in other’s spaces/backpacks<br>-Changing settings on devices<br>-Using devices for nonacademic purposes | Lying/Cheating<br>-Forgery<br>-Plagiarism  |
| Dress Code Violation<br>-Inappropriate content on clothes  | Harassment   |
| Stealing<br>-PETTY THEFT (little or no value)  | Theft<br>-MAJOR THEFT (Items of high value)  |



BELLEVUE-SANTA FE CHARTER SCHOOL  
DRESS GUIDELINES

It is expected that students will attend school in appropriate attire that will allow them to participate fully in the day's activities and focus their attention on their responsibility as learners.

All clothing should be the appropriate size, fit, and length. Acceptable footwear must be worn at all times. Students are encouraged to wear shoes that will stay on and protect their feet.

Adherence to our dress guidelines will foster students' self-respect and demonstrate parent and student support of our charter school's focus on learning.

When dressing for school please consider the following:

- Is it functional (PEACOCK, Garden, playground)?
- Is it appropriate?
- Does it allow the student to focus on learning?

The school reserves the right to determine and restrict inappropriate dress. If a student is dressed or groomed inappropriately, parents/guardians may be called to bring a change of clothes or to take the student home to change clothes. Violations of the dress guidelines will result in incremental disciplinary action.

Bellevue-Santa Fe Charter School  
Student Use of Technology Policy

**Preamble:**

At Bellevue-Santa Fe Charter School (BSFCS) we use technology to complement learning opportunities provided for students. The technology environment at BSFCS emphasizes information access, analysis, and dissemination by students and staff in accordance to our pedagogical principles. Students use devices and digital tools in the academic setting under staff direction and supervision. The Student Use of Technology Policy is to allow digital access to the tools of the internet while promoting student safety. In accordance to our Behavior Expectation Policy, BSFCS expects students to demonstrate respect at all times, including their use of digital resources.

The Student Use of Technology Policy extends to student use of all digital tools and devices including, but not limited to, Internet, assigned accounts, our network, and all electronic devices (including personal) at Bellevue-Santa Fe Charter School (BSFCS). Cell phone use is included in this policy as students may access our school phones with staff permission.

**Consequences for violating this policy:**

Immediate consequences for violation of this policy include student forfeit of Internet and/or device (including personal) usage privileges, and additional logical, reasonable consequences, as set forth in school policy, to include but not be limited to: remedial actions, suspension or expulsion. Actions shall follow established procedures regarding student conduct at BSFCS.

**Acceptable Uses:**

*Some acceptable uses of technology at BSFCS include, but are not limited to:*

- Use of internet to complete assigned school work.
- Citation of sites in completed work is required to give credit to origin of work.
- Use of Google Apps for Education account to store work created for school assignments.
- 6th Grade only: Use of e-mail to communicate directly with the school community or individual groups of students/families for school-related events and/or assignments with prior staff approval.

**Unacceptable Uses:**

*Some unacceptable uses of technology at BSFCS include, but are not limited to:*

- Use of e-mail to solicit business or participation in individual non-profit and/or for-profit ventures outside of the school day.
- Use of Internet to access non academic material .
- Using offensive language.
- Harassing, insulting or threatening others.
- 'Hacking' another user's files or account.
- Damaging of network systems or intellectual property.
- Violating copyright laws.
- Using another person's sign-on and/or password.

- Revealing a personal information or images of one's self or another.
- Using the internet, programs, or equipment for nonacademic purposes.
- Navigating to non-approved sites.
- Use of devices (including cell phones) without staff approval while under the monitoring of BSFCS.

### **Cyber Bullying**

The school's network, devices, nor the broader internet (whether accessed on campus or off campus, either during or after school hours) may be used for the purpose of harassment. All forms of harassment in cyberspace, often called cyber bullying, are unacceptable.

Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or web site postings (including blogs). Often the author (sender or poster) of the inappropriate material is disguised (logged on) as someone else.

Students, or their families, who feel they have been the victims of such misuses of technology should not erase the offending material from the system. They should print a copy of the material and immediately report the incident to the school administration. All reports of harassment in cyberspace will be investigated fully. Sanctions may include, but are not limited to, the loss of computer privileges, suspension, expulsion, or involvement of local law enforcement.

### **Limitation of Liability:**

BSFCS makes no warranties of any kind, either expressed or implied, that the functions or services provided by or through our technology will be error-free or without defect. The school will not be responsible for any claims, damages, or injury of any nature whatsoever which students may suffer as a result, whether directly or indirectly, of their use of personally owned devices or BSFCS technology resources including, but not limited to, personal injury, emotional distress or suffering, or the loss of data or interruptions of service. The school is not responsible for the accuracy or quality of the information obtained through or stored on the system. BSFCS will not be responsible for financial obligations arising through the unauthorized or misuse of district technology, including, but not limited to, the purchase of products or services or the use of personal devices while on or near school property, including school-sponsored activities. This includes the use of technology resources via off-campus remote access. Users will be financially liable for any damage resulting from negligence or misuse.

Updated 5/11/18

## Bellevue-Santa Fe Charter School Bullying Policy

Bellevue-Santa Fe Charter School (BSFCS) recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. Employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No student or group of students shall (through physical, written, verbal, or other means) harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

In accordance to the California Department of Education's publication, *Bullying at School*, bullying is defined by as follows:

*Bullying behaviors at school are recognized as dangerous and harmful acts that victimize the targeted student and bystanders. Bullying is a pattern of deliberate, negative, hurtful, aggressive acts that works to shift the balance of physical, emotional, or social power. Behavior motivated by bias or hate is similar to bullying and is intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism. Hateful or biased behavior is motivated in part or in whole by hostility toward a person's real or perceived race, nationality, religion, disability, gender, or sexual orientation. (Education Code sections 200, 220, 233, and 48900.3 describe policies and intent specific to hate-motivated violence. Penal Code sections 422.6, 422.7, 422.75, 422.8, 422.9, 422.95, and 628 define what constitutes hate-motivated crimes.)* (<http://www.cde.ca.gov/ls/ss/se/bullyfaq.asp>)

"Cyberbullying" includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device on or off campus. Cyberbullying also includes breaking into or setting up another person's electronic account, and assuming that person's identity in order to damage that person's communications, reputation or friendships. A student may be disciplined for off-campus conduct that is brought to the attention of school officials when the conduct causes, or is likely to cause, a "substantial disruption" of school activities.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation.

### **Bullying Prevention**

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate

means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the possible consequences for perpetrators of bullying.

BSFCS may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Principal or designee may increase supervision and security in areas where bullying most often occurs.

### **Intervention**

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Principal or designee shall develop means of students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Principal or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve teachers, school counselors, mental health counselors, Student Support specialists and/or law enforcement.

### **Complaints and Investigation**

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Parents/Guardians may utilize the Complaint Policy to report circumstances of bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level Complaint Policy.

When a student is reported to be engaging in bullying off campus, the Principal or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the Principal, or other BSFCS employee so that the matter may be investigated.



If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Principal or designee also may file a complaint with the Internet site or service to have the material removed.

### **Discipline**

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

#### Legal References:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination  
32282 Comprehensive Safety Plan  
35181 Governing board policy on responsibilities of students  
35291-35291.5 Rules  
48900-48925 Suspension or expulsion  
48985 Translation of Notices

##### PENAL CODE

647 Use of camera or other instrument to invade person's privacy; misdemeanor  
647.7 Use of camera or other instrument to invade person's privacy; punishment  
653.2 Electronic communication devices, threats to safety

##### UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

##### COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F. Supp.2d 1094  
Lavine v. Blaine School District, (2002) 279 F.3d 719

#### Management Resources:

##### CSBA Publications

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011  
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010  
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

##### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public School: Kindergarten Through Grade Twelve, 2008  
Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

CSBA: <http://www.csba.org> California Cybersafety for Children: <http://www.cybersafety.ca.gov>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Bellevue-Santa Fe Charter School

**I. BULLYING PREVENTION AND INTERVENTION REPORTING FORM**

|   |  |
|---|--|
| 1. Name of Reporter/Person Filing the Report: |  |
|---|--|

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report)

|                               |                         |                           |  |
|-------------------------------|-------------------------|---------------------------|--|
| 2. Check whether you are the: | Target of the behavior: | Reporter (not the target) |  |
|-------------------------------|-------------------------|---------------------------|--|

|  |          |                  |                         |
|--|----------|------------------|-------------------------|
| 3. Check whether you are a:                | Student: | Staff member:    | If Staff, specify Role: |
|  | Parent   | Other (specify): |                         |
| Your Contact Information/Telephone Number: |          |                  |                         |

|                                       |  |        |  |
|---------------------------------------|--|--------|--|
| 4. If Student/Parent indicate school: |  | Grade: |  |
|---------------------------------------|--|--------|--|

|  |  |
|--|--|
| 5. If Staff Member, indicate your School or Work site: |  |
|--|--|

|   |  |
|---|--|
| 6. Information about the Incident:                      |  |
| Name of Target (of behavior):                           |  |
| Name of Aggressor (Person who engaged in the behavior): |  |
| Date(s) of Incident(s):                                 |  |
| Time when Incident(s) Occurred:                         |  |
| Location of Incident(s) (be as specific as possible):   |  |

|  |  |          |  |        |  |        |  |
|--|--|----------|--|--------|--|--------|--|
| 7. Witnesses (List people who saw the incident or have information about it, adding additional cells as needed): |  |          |  |        |  |        |  |
| Name:  |  | Student: |  | Staff: |  | Other: |  |
| Name:  |  | Student: |  | Staff: |  | Other: |  |
| Name:  |  | Student: |  | Staff: |  | Other: |  |

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used, add cells as needed.)

|                                       |  |       |  |
|---------------------------------------|--|-------|--|
| 9. Name of Person Filing this Report: |  | Date: |  |
|---------------------------------------|--|-------|--|

(Note: Reports may be filed anonymously)

|                    |  |           |  |       |  |
|--------------------|--|-----------|--|-------|--|
| 10. Form given to: |  | Position: |  | Date: |  |
| Date received:     |  |           |  |       |  |

## **Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation**

Bellevue-Santa Fe Charter School (the “Charter School”) is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. The Charter School’s policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

The Charter School does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal/Superintendent or designee.

When the Charter School receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Principal/Superintendent) or the Principal/Superintendent or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. The Charter School is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

### Prohibited Unlawful Harassment

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

### Prohibited Unlawful Sexual Harassment

The Charter School is committed to providing 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 consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

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

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal/Superintendent. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

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 disparate treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

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

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

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

*If you are an employee of the Charter School, you may file this form with the Principal/Superintendent or Board President.*

*Please review the Charter School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.*

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

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

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

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_  
\_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I acknowledge that I have read and that I understand the above statements. I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant

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

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_

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



**APPENDIX B**

**INTERNAL COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

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

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur?  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

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

\_\_\_\_\_  
Print Name

To be completed by School:

Received by: \_\_\_\_\_

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

## UNIFORM COMPLAINT POLICY AND PROCEDURES

### Scope

Bellevue-Santa Fe Charter School (“Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
  - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
  - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
  - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
  - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
  - (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Principal/Superintendent or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Julie Turk  
Principal  
Bellevue-Santa Fe Charter School  
1401 San Luis Bay Drive  
San Luis Obispo, CA 93405  
(805) 595-7169

The Principal/Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Principal/Superintendent or designee.

Should a complaint be filed against the Principal/Superintendent, the compliance officer for that case shall be the President or Chairperson of the Charter School Board of Directors.

### Notifications

The Principal/Superintendent or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Principal/Superintendent or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.
- (g) A statement that the complainant has the right to file a complaint of discrimination for the enrollment and/or disenrollment of a pupil by the charter school pursuant to Education code 47605(d)(4)

### Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School. **See Appendix A for Uniform Complaint Procedure Form.** Posted on school website at BSFCS.org.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

Enrollment and/or disenrollment of a pupil by the charter school complaints shall be filed via the Charter School Complaint Notice and Form to the California Department of Education (CDE). **See Appendix B for Charter School Complaint Notice and Form.** Posted on school website at BSFCS.org.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

#### Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Principal/Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

#### Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.



**UNIFORM COMPLAINT PROCEDURE FORM**

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_  
Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Street Address/Apt. #: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
School/Office of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Adult Education            | <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Agricultural Vocational Education |
| <input type="checkbox"/> American Indian Education  | <input type="checkbox"/> Consolidated Categorical Aid      | <input type="checkbox"/> Career/Technical Education        |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Child Nutrition                   | <input type="checkbox"/> Foster/Homeless Youth             |
| <input type="checkbox"/> Migrant Education          | <input type="checkbox"/> No Child Left Behind Programs     | <input type="checkbox"/> Regional Occupational Programs    |
| <input type="checkbox"/> Special Education          | <input type="checkbox"/> Every Student Succeeds Act Prog.  | <input type="checkbox"/> Tobacco-Use Prevention Education  |
| <input type="checkbox"/> Pupil Fees                 | <input type="checkbox"/> State Preschool                   | <input type="checkbox"/> Lactating Pupils                  |
| <input type="checkbox"/> Bilingual Education        | <input type="checkbox"/> Local Control Funding Formula     | <input type="checkbox"/> Economic Impact Aid               |

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Age                             | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived)   |
| <input type="checkbox"/> Ancestry                        | <input type="checkbox"/> Genetic Information                          | <input type="checkbox"/> Sexual Orientation (Actual or Perceived)  |
| <input type="checkbox"/> Color                           | <input type="checkbox"/> National Origin                              | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity                            |  |
| <input type="checkbox"/> Ethnic Group Identification     | <input type="checkbox"/> Religion                                     |  |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

---

---

---

---

---

---

---

---

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.  Yes  No

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

Mail complaint and any relevant documents to:  
Julie Turk  
Principal  
Bellevue-Santa Fe Charter School  
1401 San Luis Bay Drive  
San Luis Obispo, CA 93405  
(805) 595-7169

## CHARTER SCHOOL COMPLAINT NOTICE

### California Education Code Requirements

California Education Code (EC) Section 47605(d)(4)

([https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=47605&lawCode=EDC](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47605&lawCode=EDC)) states the following:

- A charter school shall not discourage a pupil from enrolling or seeking to enroll in a charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics:
  - Academically low-achieving
  - Economically disadvantaged (determined by eligibility for any free or reduced price meal program)
  - English learner
  - Ethnicity
  - Foster youth
  - Homeless
  - Nationality
  - Neglected or delinquent
  - Race
  - Sexual orientation
  - Pupils with disabilities
- A charter school shall not request a pupil's records or require the parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.
- A charter school shall not discourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason (except for suspension or expulsion).
- This notice shall be posted on a charter school's Internet website and a charter school will provide copies of this notice (1) when a parent, guardian, or pupil inquires about enrollment; (2) before conducting an enrollment lottery, and (3) before disenrollment of a pupil.

### Complaint Procedures

In order to submit a complaint, complete the Charter School Complaint Form and submit the form to the charter school authorizer, electronically or in hard copy, to the following location:

San Luis coastal Unified School District  
1500 Lizzie Street  
San Luis Obispo, CA 93401-3062

Phone: (805) 549-1200  
Fax: (805) 549-9074

[eprater@slcusd.org](mailto:eprater@slcusd.org)

CHARTER SCHOOL COMPLAINT FORM

Name: \_\_\_\_\_ Email Address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Date of Problem: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Charter School (include address):

California *Education Code* (EC) Section 47605(d)(4) allows a parent or guardian to submit a complaint to the charter school authorizer when a charter school discourages a pupil's enrollment, requires records before enrollment, or encourages a pupil to disenroll. Please identify the basis for this complaint below, with specific facts, which support your complaint.

**Basis of complaint** (check all that apply):

- Pupil was discouraged from enrolling or seeking to enroll in the charter school.
- Records were requested to be submitted to the charter school before enrollment.
- Pupil was discouraged to disenroll from charter school or transfer to another school.

Please provide further details:

Please file this complaint with the authorizer of the charter school listed on the preceding page electronically or in hard copy.



## Internal Complaint Review Policy

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the Bellevue-Santa Fe Charter School ("Charter School") the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal/Superintendent or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the Charter School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

### **Internal Complaints**

(Complaints by Employees Against Employees)

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

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

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

**Note:** If the complaint is about the Principal/Superintendent, the complainant may file his or her complaint in a signed writing to the President of the Charter School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

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

### **Policy for Complaints Against Employees**

(Complaints by Third Parties Against Employees)

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

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

In processing the complaint, Principal/Superintendent (or designee) shall abide by the following process:

1. The Principal/Superintendent or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal/Superintendent (or designee) finds that a complaint against an employee is valid, the Principal/Superintendent (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal/Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Principal/Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

#### **General Requirements**

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

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

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

List any witnesses that were present:

Where did the incident(s) occur?

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

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by School:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_



# Bellevue-Santa Fe Charter School

*"What we learn with pleasure, we never forget."*

## Parent/Guardian Involvement Policy

### Philosophy/Mission Statement

The students, their families, educators, our administrator, and community at large have built our educational program around the simple yet compelling idea that education of a student is a shared responsibility and a cooperative endeavor. The importance of parent and community involvement at Bellevue-Santa Fe Charter School (BSFCS) is foundational. Many opportunities exist for parents/guardians to support students and staff at our school. By encouraging involvement, families have the opportunity to actively interact with both students and educators.

As a charter school, we enjoy the flexibility of site-based management, but remain within the domain of public school standards, safety and legal requirements. The educational process is at its best when everyone understands the expectations set forth by the school for each of its stakeholders' collaborative participation: 3 "R's" (Rights, Roles, and Rules). Cooperation is essential in the continued improvement and innovation of our school.

### Rights, Roles, Rules

#### Rights

- Parents and Legal Guardians have the right to be involved in their child's education.
- In the event that the parent/guardian believes that BSFCS policies are contrary to their child's best interests the parents/guardians have the right to pursue modifications through the Uniform Complaint Policy or choose a different school for their child.

#### Roles

- Parents/Guardians serve as a support for the professional educators and act as guides for BSFCS students through their participation during the school hours and in support of their own children, at home.
- Parents/Guardians are to encourage and model proper school protocol, decorum and behavior.

#### Rules

- Parents/Guardians will respect the professionalism of the educator by not disrupting the classroom.
- Parents/Guardians will help to maintain a positive learning environment for all students.
- Parents/Guardians will defer to the classroom teacher/BSFCS staff for all student management and behavioral interventions.
- Parents/Guardians are expected to act appropriately.
- Parents/Guardians shall abide by BSFCS policies and procedures.
- Parents/Guardians shall respect the integrity, dignity and privacy of the educators and the students.
- Parents/Guardians will maintain student confidentiality as described in the Student Privacy and Volunteer Confidentiality Statement.

## Parent/Guardian Involvement Education

The school provides information each year, defining and promoting constructive parental involvement in school activities and the BSFCS community. In addition, each teacher provides individual expectations to optimize the parent/child experience in their respective classrooms.

## Student Privacy and Volunteer Confidentiality Statement

The U.S. Congress specifically addresses the privacy related concerns of educators, parents, and students through the Family Educational Rights and Privacy Act (FERPA). In accordance with FERPA, students at BSFCS have the right to expect that any and all information appertaining to them will be kept confidential by volunteers assisting at the school. Everything that is observed, heard, or made known to a volunteer about any child or family is privileged information and shall be only disseminated to BSFCS Administrator-authorized school department employees. As such, a volunteer may not share information about a student even with others who are genuinely interested in the student's welfare, including but not limited to: parents, friends, community members, social workers, social club directors, clergy or medical professionals (unless necessary in emergency situations).

- ❖ Confidential information includes, but is not limited to:
  - Any knowledge of scholastic performance (observations, grades, work samples, test scores, academic records, etc.)
  - Health records or observations
  - Disciplinary actions
  - Family dynamics
  - Classroom behavioral observations
  - Classroom performance and grades
  - Character traits of children
  - Classroom/Site accommodations
  - Modifications of work

## Volunteer Opportunities

Programs have been established to promote interaction at BSFCS, working on school-related projects and in the creation of school protocols and governance. Volunteer opportunities for parents/guardians extend beyond the school day and the BSFCS classrooms. Broadly, they are classified as: community (school-wide) activities and classroom specific activities.

Example:

### Community Activities

Governing Board Representative

SciTech Volunteer

School Committee (chairperson or member of any of the following teams):

- Visual and Performing Arts
- Electives
- Spring Auction
- Fundraising
- School garden
- Lunch Program
- Yearbook
- Social
- Facilities / Maintenance

Example:

Classroom Activities (under teacher direction)

- Support individual students
- Help with small groups of students
- Assist with prep work (copying, assembling, organization, etc.)
- Check in homework
- Assist with field trips
- Communication
- Classroom Coordinators

Parent/Guardian participation has traditionally been an important component of the BSFCS community. Our parents/guardians are essential to the successful education and development of our students. We appreciate our positive partnership with the BSFCS families in providing the most meaningful educative and developmental experience possible and are grateful for the contributions they have made to the success of the school.

Through a clear understanding of the Three "R's" and our school's notable family/administrator/teacher collaboration, we will continue to enrich the student experience, and help to stimulate new and imaginative approaches to their education. All concerns, questions and commentary are to be shared with the classroom teacher only.

No child will be excluded from enrollment due to the ability of the family to volunteer.

Violations of this policy may result in intervention by the administrator.

### **Request for Observation**

Onsite and/or classroom observations during school hours should first be arranged with the teacher and Administrator or designee in writing at least twenty-four (24) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least twenty-four (24) hours in advance. Parents/guardians seeking to visit and/or observe a classroom during school hours must first obtain the approval of the classroom teacher and the Administrator or designee.

Upon arrival on campus, the visitor shall sign in to the Visitors Log Book in the main office.

Except for unusual circumstances, approved by the Administrator, BSFCS visits/observations should not exceed approximately sixty (60) minutes in length.

and may not occur more than twice per semester or as otherwise approved by the Administrator.

The Administrator, or designee, may deny/revoke visitation and/or observation to a visitor or volunteer if it is believed that the presence of the visitor or volunteer would/is cause of threat of disruption, or physical/emotional injury to teachers, other employees, or students.

While on campus for visitation and/or observation, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted in advance by the Administrator via written arrangement, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Administrator's written permission.

Before leaving campus, the visitor shall sign out of the Visitors Log Book in the main office.

GB Approved 5/23/19

## **SCHOOL-SPONSORED TRIPS POLICY**

### **Educational Study Trips**

The Governing Board of Bellevue-Santa Fe Charter School considers educational study trips, i.e. fieldtrips, to be an integral part of the learning experience for students. The value of these study trips is enhanced when they are carefully planned. It is the teacher's responsibility to select and organize fieldtrips that are related to the curriculum being taught in class. It is imperative that all school-sponsored trips are safe for the students and adults attending.

No student shall be prevented from participating in a fieldtrip because of lack of sufficient funds. Fundraising may be available for fieldtrips to help offset the cost. If a student cannot attend, an alternative educational plan will be developed by the teacher.

Written parent permission and administrator approval are required for all fieldtrips. Fieldtrips requiring an overnight stay will also require the approval of the governing board.

### **Field Trip Transportation**

Field Trip transportation shall be provided by parent/guardian drivers unless otherwise indicated on the permission slip. Adults driving students to and from fieldtrip locations must have the following on record in the office: DMV printout for the current school year, Proof of automobile insurance for the current school year and Fingerprint clearance from the County Office of Education.

All field trips shall start and end according to the time and location given on the permission slip. Except in case of emergency, drivers are not authorized to make any stops outside of what is specified on the signed permission slip.

### **Chaperone Responsibilities**

On most fieldtrips the parent/guardian drivers also act as chaperones for the trip. The job of the chaperone is to provide supervision and monitor the group of students they are assigned by the teacher. The chaperones must follow the guidelines set by the teacher or trip organizer. Standard practice is that field trips are designed solely for BSFCS students. Based on teacher discretion, unusual circumstances and the nature of the field trip siblings may or may not be allowed to attend a fieldtrip in accordance to the Parent/Guardian Involvement Policy. Chaperones must first receive teacher approval, and then complete the BSFCS sibling liability release in the office prior to the field trip.

**Bellevue-Santa Fe Charter School  
Anaphylaxis Treatment Board Policy**

**For administration of epinephrine auto-injector for persons without individual physician written orders.**

The Governing Board recognizes that increasing numbers of children and adults are experiencing life-threatening severe allergic reactions (anaphylaxis) which require an immediate administration of an epinephrine auto-injector in order to sustain life. This emergency reaction may occur in individuals with previously identified allergies as well as individuals who have no known history of anaphylaxis.

The Governing Board recognizes that school districts (county office of education or charter schools) shall provide emergency epinephrine auto-injectors to school nurses and trained personnel who have volunteered and school nurses or trained personnel may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an anaphylactic reaction.

The Governing Board recognizes that the epinephrine auto-injectors are to be furnished exclusively for use at the school district site (or county education or charter school site) and that qualified supervisor of health (or administrator if there is no qualified supervisor of health) shall obtain from an authorizing physician and surgeon a prescription that, at minimum, includes one regular and one junior epinephrine auto-injector elementary and one regular for middle and high schools.

Pursuant to education code 49414, a notice shall be distributed at least once a year to all staff that contains a description of a volunteer and a description of the training that the volunteer will receive. Trained volunteer personnel shall be provided with defense and indemnification for any and all civil liability, in accordance with, but not limited to, that provided in Division 3.6 (commencing with Section 810) or Title 1 of the Government Code. This information shall be provided in writing to the volunteer and retained in the volunteer's personnel file.

Volunteers will receive initial and annual refresher training, based on the standards set forth by the California Department of Education. Bellevue-Santa Fe Charter School shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

GB Approved 10 21 21



CALIFORNIA DEPARTMENT OF EDUCATION  
**REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS**  
 FORM J-13A, REVISED DECEMBER 2017

**SECTION A: REQUEST INFORMATION**

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K-12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fg/aa/pafj13a.asp> for information regarding the completion of this form.

**PART I: LOCAL EDUCATIONAL AGENCY (LEA)**

|  |  |                                |  |
|--|--|--------------------------------|--|
| LEA NAME:<br><b>Bellevue-Santa Fe Charter School</b>           | COUNTY CODE:<br><b>40</b>                | DISTRICT CODE:<br><b>68809</b> | CHARTER NUMBER (IF APPLICABLE):<br><b>93</b> |
| LEA SUPERINTENDENT OR ADMINISTRATOR NAME:<br><b>Julie Turk</b> | COUNTY NAME:<br><b>San Luis Obispo</b>   |                                | FISCAL YEAR:<br><b>2022-2023</b>             |
| ADDRESS:<br><b>1401 San Luis Bay Drive</b>                     | CITY:<br><b>San Luis Obispo</b>          | STATE:<br><b>CA</b>            | ZIP CODE:<br><b>93405</b>                    |
| CONTACT NAME:<br><b>Julie Turk</b>                             | TITLE:<br><b>Principal/Administrator</b> | PHONE:<br><b>(805)595-7169</b> | E-MAIL:<br><b>jturk@bsfcs.org</b>            |

**PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):**

|   |  |  |
|---|--|--|
| <input type="checkbox"/> SCHOOL DISTRICT<br>Choose one of the following:<br><input type="checkbox"/> All district school sites<br><input type="checkbox"/> Select district school sites | <input type="checkbox"/> COUNTY OFFICE OF EDUCATION (COE)<br>Choose one of the following:<br><input type="checkbox"/> All COE school sites<br><input type="checkbox"/> Select COE school sites | <input checked="" type="checkbox"/> CHARTER SCHOOL |
|---|--|--|

**PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:**

|  |
|--|
| <input checked="" type="checkbox"/> <b>SCHOOL CLOSURE:</b> When one or more schools were closed because of conditions described in EC Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per EC Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to EC Section 46200, et seq.<br><input checked="" type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.   |
| <input checked="" type="checkbox"/> <b>MATERIAL DECREASE:</b> When one or more schools were kept open but experienced a material decrease in attendance pursuant to EC Section 46392 and CCR, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to EC Section 46392 and CCR, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of EC Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.<br><input checked="" type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request. |
| <input type="checkbox"/> <b>LOST OR DESTROYED ATTENDANCE RECORDS:</b> When attendance records have been lost or destroyed as described in EC Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to EC Section 46391:<br><i>"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."</i>   |







CALIFORNIA DEPARTMENT OF EDUCATION  
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS  
FORM J-13A, REVISED DECEMBER 2017

**SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS**

**PART I: PERIOD OF REQUEST** The entire period covered by the lost or destroyed records commences with \_\_\_\_\_ up to and including \_\_\_\_\_

**PART II: CIRCUMSTANCES** (Describe below circumstances and extent of records lost or destroyed.)

Not Applicable (Proceed to Section E)

[Empty box for describing circumstances and extent of records lost or destroyed.]

**PART III: PROPOSAL** (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

[Empty box for describing the proposal to reconstruct attendance records or estimate attendance in the absence of records.]

CALIFORNIA DEPARTMENT OF EDUCATION  
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS  
FORM J-13A, REVISED DECEMBER 2017

**SECTION E: AFFIDAVIT**

**PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS** – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of Bellevue-Santa Fe Charter School, hereby swear (or affirm) that the foregoing statements are true and are based on official records,

Board Members Names

- Ellen Pitrowski \_\_\_\_\_
- Cole Cheatwood \_\_\_\_\_
- Kevin Ashworth \_\_\_\_\_
- Megan Horner \_\_\_\_\_
- Bradley Escobar \_\_\_\_\_
- JoEd Sennes \_\_\_\_\_
- Julie Turk \_\_\_\_\_

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this 19th day of January 2023

Witness: \_\_\_\_\_ Title: \_\_\_\_\_ of San Luis Obispo County, California

**PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER** (Only applicable to charter school requests)

Superintendent (or designee): \_\_\_\_\_ Title: \_\_\_\_\_ Authorizing LEA Name: San Luis Coastal Unified School District

**PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS**

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): \_\_\_\_\_ Title: \_\_\_\_\_ of \_\_\_\_\_ County, California

Subscribed and sworn (or affirmed) before me, this \_\_\_\_\_ day of \_\_\_\_\_

Witness: \_\_\_\_\_ Title: \_\_\_\_\_ of San Luis Obispo County, California

COE contact/individual responsible for completing this section:

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

# Bellevue-Santa Fe Charter School

## Instructional Calendar 2022-23

"What we learn with pleasure, we never forget"

|   | <p><b>July 2022</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> </tbody> </table>       | M  | T  | W  | Th | F |   |   |   |   | 1 | 4  | 5  | 6  | 7  | 8  | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 | <p><b>January 2023</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> <tr> <td>30</td> <td>31</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>13 Report Card prep (min. day)<br/>16 Martin Luther King, Jr. Day<br/>23-27 Conferences (min. days)</p> | M | T | W | Th | F | 2 | 3 | 4 | 5 | 6 | 9  | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 | 31 |    |    |    |
|---|---|----|----|----|----|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|---|---|----|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|   |   |    |    | 1  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 4   | 5   | 6  | 7  | 8  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 11  | 12  | 13 | 14 | 15 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 18  | 19  | 20 | 21 | 22 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 25  | 26  | 27 | 28 | 29 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 2   | 3   | 4  | 5  | 6  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 9   | 10  | 11 | 12 | 13 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 16  | 17  | 18 | 19 | 20 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 23  | 24  | 25 | 26 | 27 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 30  | 31  |    |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <p>17-19 Teacher Work Days<br/>19 Class Lists posted<br/>22 First Day of School</p> | <p><b>August 2022</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> </tr> <tr> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> </tr> <tr> <td>29</td> <td>30</td> <td>31</td> <td></td> <td></td> </tr> </tbody> </table>  | M  | T  | W  | Th | F | 1 | 2 | 3 | 4 | 5 | 8  | 9  | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | 31 |    |    | <p><b>February 2023</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> </tr> <tr> <td>27</td> <td>28</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>13 Lincoln Day<br/>20 Washington Day</p>  | M | T | W | Th | F |   |   | 1 | 2 | 3 | 6  | 7  | 8  | 9  | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 |    |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 1   | 2   | 3  | 4  | 5  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 8   | 9   | 10 | 11 | 12 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 15  | 16  | 17 | 18 | 19 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 22  | 23  | 24 | 25 | 26 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 29  | 30  | 31 |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|   |   | 1  | 2  | 3  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 6   | 7   | 8  | 9  | 10 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 13  | 14  | 15 | 16 | 17 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 20  | 21  | 22 | 23 | 24 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 27  | 28  |    |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <p>5 Labor Day<br/>19-23 Goal Setting (min. days)</p>                               | <p><b>September 2022</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> </tbody> </table> | M  | T  | W  | Th | F |   |   |   | 1 | 2 | 5  | 6  | 7  | 8  | 9  | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 | <p><b>March 2023</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> </tr> <tr> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> </tr> </tbody> </table> <p>27-31 Spring Break</p>   | M | T | W | Th | F |   |   | 1 | 2 | 3 | 6  | 7  | 8  | 9  | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | 31 |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|   |   |    | 1  | 2  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 5   | 6   | 7  | 8  | 9  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 12  | 13  | 14 | 15 | 16 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 19  | 20  | 21 | 22 | 23 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 26  | 27  | 28 | 29 | 30 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|   |   | 1  | 2  | 3  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 6   | 7   | 8  | 9  | 10 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 13  | 14  | 15 | 16 | 17 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 20  | 21  | 22 | 23 | 24 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 27  | 28  | 29 | 30 | 31 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|   | <p><b>October 2022</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> <tr> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> </tr> <tr> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> </tr> <tr> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> </tr> <tr> <td>31</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>   | M  | T  | W  | Th | F | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 | 31 |    |    |    |    | <p><b>April 2023</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> <tr> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> </tr> <tr> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> </tr> <tr> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> </tr> </tbody> </table> <p>7 Spring Holiday</p>  | M | T | W | Th | F | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 |    |    |    |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 3   | 4   | 5  | 6  | 7  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 10  | 11  | 12 | 13 | 14 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 17  | 18  | 19 | 20 | 21 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 24  | 25  | 26 | 27 | 28 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 31  |   |    |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 3   | 4   | 5  | 6  | 7  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 10  | 11  | 12 | 13 | 14 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 17  | 18  | 19 | 20 | 21 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 24  | 25  | 26 | 27 | 28 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <p>11 Veteran's Day<br/>21-25 Thanksgiving Break</p>                                | <p><b>November 2022</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> </tr> <tr> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>28</td> <td>29</td> <td>30</td> <td></td> <td></td> </tr> </tbody> </table>  | M  | T  | W  | Th | F |   | 1 | 2 | 3 | 4 | 7  | 8  | 9  | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 28 | 29 | 30 |    |    | <p><b>May 2023</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> </tr> <tr> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> </tr> <tr> <td>29</td> <td>30</td> <td>31</td> <td></td> <td></td> </tr> </tbody> </table> <p>5 Report Card prep (min. day)<br/>15-19 Conferences (min. days)<br/>29 Memorial Day</p>                    | M | T | W | Th | F | 1 | 2 | 3 | 4 | 5 | 8  | 9  | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | 31 |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|   | 1   | 2  | 3  | 4  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 7   | 8   | 9  | 10 | 11 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 14  | 15  | 16 | 17 | 18 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 21  | 22  | 23 | 24 | 25 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 28  | 29  | 30 |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 1   | 2   | 3  | 4  | 5  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 8   | 9   | 10 | 11 | 12 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 15  | 16  | 17 | 18 | 19 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 22  | 23  | 24 | 25 | 26 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 29  | 30  | 31 |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <p>22-6 Winter Break</p>  | <p><b>December 2022</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> </tbody> </table>  | M  | T  | W  | Th | F |   |   |   | 1 | 2 | 5  | 6  | 7  | 8  | 9  | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 | <p><b>June 2023</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> </tbody> </table> <p>1 Open House<br/>8 Last Day of School (min. day)</p>  | M | T | W | Th | F |   |   |   | 1 | 2 | 5  | 6  | 7  | 8  | 9  | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|   |   |    | 1  | 2  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 5   | 6   | 7  | 8  | 9  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 12  | 13  | 14 | 15 | 16 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 19  | 20  | 21 | 22 | 23 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 26  | 27  | 28 | 29 | 30 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|   |   |    | 1  | 2  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 5   | 6   | 7  | 8  | 9  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 12  | 13  | 14 | 15 | 16 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 19  | 20  | 21 | 22 | 23 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 26  | 27  | 28 | 29 | 30 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

Yellow - minimum day (12:30 dismissal)  
Blue - no school

Student days: 180  
Regular days: 127  
Minimum days: 53  
Teacher days: 183

GB approved 02 17 22

Students enrolled in a public school are mandated, through their parents, to comply with California Education Codes for attendance. Regular attendance is paramount for student learning. This is particularly true for Bellevue's thematic and project-based pedagogical design. All absences should be verified with the front office at [805-595-7169](tel:805-595-7169). As a public school, Bellevue's funding is based on attendance numbers. For absences other than illness, consisting of three school days or more, please see our Independent Study Policy at <http://www.bsfc.org/about-bellevue/policies/>.

EXECUTIVE DEPARTMENT  
STATE OF CALIFORNIA

PROCLAMATION OF A STATE OF EMERGENCY

**WHEREAS** beginning December 27, 2022, severe winter storms related to a series of atmospheric river systems struck California, bringing high winds, substantial precipitation, and river and urban flooding; and

**WHEREAS** it is forecasted that additional and continuing storms related to this series of atmospheric river systems threaten California, bringing heavy rainfall, expected flooding, strong winds and wind gusts, falling debris, downed trees, and widespread power outages; and

**WHEREAS** in preparation for the forecasted storms, multiple California Conservation Corps flood fight crews, fire swift water rescue, and urban search and rescue teams have been strategically prepositioned for emergency response; sandbags have been made available throughout the State; and shelters are opening for displaced individuals; and

**WHEREAS** these storms forced the closure and caused damage to highways and roads, as well as caused levee and culvert failures, and mandatory evacuations in severely impacted counties, and such impacts will likely continue to be caused by the forecasted storms; and

**WHEREAS** these storms threatened and continue to threaten critical infrastructure, movement of resources, burn scars from recent wildfires potentially causing mud and debris flows; resulted in and threaten power outages to thousands of households and businesses; and caused and continue to threaten river and urban flooding due to excessive and prolonged rainfall; and

**WHEREAS** due to the series of atmospheric river systems continuously impacting counties throughout the State, the counties have not had time to mitigate the cascading impacts of these storms; and

**WHEREAS** under the provisions of Government Code section 8558(b), I find that conditions of extreme peril to the safety of persons and property exist due to these storms; and

**WHEREAS** under the provisions of Government Code section 8558(b), I find that the conditions caused by these storms, by reason of their magnitude, are or are likely to be beyond the control of the services, personnel, equipment, and facilities of any single local government and require the combined forces of a mutual aid region or regions to appropriately respond; and

**WHEREAS** under the provisions of Government Code section 8625(c), I find that local authority is inadequate to cope with the magnitude of the damage caused by these storms; and

**WHEREAS** under the provisions of Government Code section 8571, I find that strict compliance with various statutes and regulations specified in this Proclamation would prevent, hinder, or delay the mitigation of the effects of these storms.

**NOW, THEREFORE, I, GAVIN NEWSOM**, Governor of the State of California, in accordance with the authority vested in me by the State Constitution and statutes, including the California Emergency Services Act, and in particular, Government Code section 8625, **HEREBY PROCLAIM A STATE OF EMERGENCY** to exist throughout California.

**IT IS HEREBY ORDERED THAT:**

1. All agencies of the state government utilize and employ state personnel, equipment, and facilities for the performance of any and all activities consistent with the direction of the Office of Emergency Services and the State Emergency Plan. Also, all residents are to obey the direction of emergency officials with regard to this emergency in order to protect their safety.
2. The Office of Emergency Services shall provide assistance to local governments, if appropriate, under the authority of the California Disaster Assistance Act, Government Code section 8680 et seq., and California Code of Regulations, Title 19, section 2900 et seq.
3. As necessary to assist local governments and for the protection of public health and the environment, state agencies shall enter into contracts to arrange for the procurement of materials, goods, and services necessary to quickly assist with the response to and recovery from the impacts of these storms. Applicable provisions of the Government Code and the Public Contract Code, including but not limited to travel, advertising, and competitive bidding requirements, are suspended to the extent necessary to address the effects of these storms.
4. Any fairgrounds the Office of Emergency Services determines suitable to assist individuals impacted by these storms shall be made available to the Office of Emergency Services pursuant to the Emergency Services Act, Government Code section 8589. The Office of Emergency Services shall notify the fairgrounds of the intended use and may immediately utilize the fairgrounds without the fairground board of directors' approval.
5. The California Department of Transportation shall formally request immediate assistance through the Federal Highway Administration's Emergency Relief Program, United States Code, Title 23, section 125, in order to obtain federal assistance for highway repairs or reconstruction.
6. The California National Guard may be mobilized under Military and Veterans Code section 146 to support disaster response and relief efforts, as directed by the Office of Emergency Services, and to coordinate with all relevant state agencies and state and local emergency responders and law enforcement within the impacted areas. Sections 147 and 188 of the Military and Veterans Code are applicable during the period of participation in this mission, exempting the California Military Department from applicable procurement rules

for specified emergency purchases, and those rules are hereby suspended.

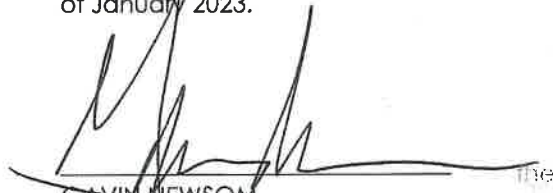
7. Any state-owned properties the Office of Emergency Services determines suitable for staging of debris as a result of these storms shall be made available to the Office of Emergency Services for this purpose in accordance with Government Code section 8570.
8. Drivers may exceed the hours-of-service limits specified in California Vehicle Code section 34501.2 and California Code of Regulations, Title 13, section 1212.5 while operating a vehicle engaged in fuel transportation in support of emergency relief efforts, subject to the following conditions:
  - a. Motor carriers or drivers currently subject to an out-of-service order are eligible for the exemption once the out-of-service order expires or when they have met the conditions for its rescission.
  - b. In accordance with Section 1214, Title 13, California Code of Regulations, no motor carrier operating under the terms of this Proclamation will require or allow an ill or fatigued driver to operate a motor vehicle. A driver who notifies a motor vehicle carrier that they need immediate rest shall be given at least ten consecutive hours off-duty before being required to return to service.
  - c. Drivers shall maintain a driver's record of duty status, regardless of number of hours worked each day. These records shall be prepared, submitted, and maintained as required by Section 1213, Title 13, California Code of Regulations.
9. Consistent with Parts 390 and 395, Title 49, Code of Federal Regulations, drivers may exceed the hours-of-service limits specified while operating a vehicle engaged in fuel transportation in support of emergency relief efforts. These waivers shall be in effect for the duration of the driver's direct assistance in providing emergency relief, or thirty (30) days from the date of this Proclamation, whichever is less.
10. In order to allow out-of-state contractors and other utilities driving their own vehicles to provide mutual aid assistance for the restoration of electrical power within the counties impacted by these storms, applicable provisions of the Vehicle Code including, but not limited to, Vehicle Code section 34620 requiring a motor carrier permit [licensing] and imposition of certain fees, are suspended for motor carriers providing such assistance. Also, the requirements for motor carriers and drivers in Vehicle Code sections 1808.1 [pull-notice program that checks for driver's license violations], 27900 [display name on vehicle], 27901 [size and color of display name on vehicle], 34505.5 [requirement to have been inspected within 90 days], and 34501.12 [requirement to set up home base in California] are suspended while providing mutual aid assistance for the emergency restoration of services.



**I FURTHER DIRECT** that as soon as hereafter possible, this Proclamation be filed in the Office of the Secretary of State and that widespread publicity and notice be given of this Proclamation.

This Proclamation is not intended to, and does not, create any rights or benefits, substantive or procedural, enforceable at law or in equity, against the State of California, its agencies, departments, entities, officers, employees, or any other person.

**IN WITNESS WHEREOF** I have hereunto set my hand and caused the Great Seal of the State of California to be affixed this 4th day of January 2023.



GAVIN NEWSOM  
Governor of California

**ATTEST:**

---

SHIRLEY N. WEBER, Ph.D.  
Secretary of State

## PROCLAMATION OF LOCAL EMERGENCY

I, Wade Horton, Emergency Services Director, of the County of San Luis Obispo, State of California, hereby find and determine that there exists a condition of disaster and extreme peril to the safety of persons and property within the entirety of the County of San Luis Obispo ("the County") due to severe storms caused by a series of atmospheric river systems that have struck California since December 27, 2022, bringing high winds and substantial rainfall. These conditions are expected to continue bringing the potential for significant flooding, wind gusts, falling debris, downed trees, and widespread power outages.

Further, I do hereby find that by their magnitude, the conditions described above are likely to be beyond the control of the services, personnel, equipment and facilities of the County government and require the combined forces of other political subdivisions to combat.

Now, therefore, I do hereby proclaim a local emergency pursuant to the California Emergency Services Act (commencing with Government Code Section 8550) and Chapter 2.80 of Title 2 of the San Luis Obispo County Code, within the entire geographical area of the County.

In furtherance of this Proclamation of Local Emergency, there is hereby invoked within the County, all of the powers and mechanisms set forth in the California Emergency Services Act and in the San Luis Obispo County Code, Chapter 2.80, and said powers and mechanisms may hereafter be used by authorized personnel of the County.

It is hereby ordered that a copy of this Proclamation of Local Emergency be posted on all outside public access doors of the County Government Center and in one public place within any area of the County of San Luis Obispo within which this Proclamation applies, and that personnel of the County shall endeavor to make copies of this Proclamation available to news media.

This Proclamation of Local Emergency shall be effective immediately and shall be ratified by the Board of Supervisors within seven days. The Board of Supervisors shall review the need for continuing the local emergency at least every 30 days. This Proclamation of Local Emergency shall remain in effect until the Board of Supervisors proclaims that the local emergency has terminated.

Time: 11 39

Date: 09 JAN 2023



County Administrative Officer  
Director of Emergency Services



Lisa Dostal &lt;ldostal@bsfcs.org&gt;

---

**Local Weather Emergency 01-09-23**

1 message

---

**James Brescia** <jbrescia@slocoe.org>  
Bcc: ldostal@bsfcs.org

Mon, Jan 9, 2023 at 3:10 PM

District Officials,

Our county is experiencing severe weather, flooding, and storm surge. At 11:39 this morning, the County issued a Proclamation of Local Emergency. Because of safety concerns for students, families, and employees, I recommend that all San Luis Obispo County schools close or modify their schedules for Tuesday, January 10, 2023. The final decision regarding temporary safety closure or schedule modification rests with the local administration and governing board.

The San Luis Obispo County Office of Education works with local and state agencies to provide up-to-date public safety information and coordinate potential school emergency responses. For the latest information on evacuation orders and emergency response, please visit: [San Luis Obispo County Office of Emergency Services](#)

Please monitor your local district, charter, private, or parochial school websites for additional information.

Jim

James Brescia, Ed.D.  
County Superintendent  
jbrescia@slocoe.org  
w 805-782-7201



SAN LUIS OBISPO COUNTY  
OFFICE OF EDUCATION  
LEADERSHIP • COMMUNITY • SERVICE  
JAMES J. BRESCIA, ED. D., SUPERINTENDENT

**Administration**

*This message and any attachments were sent by an employee of the San Luis Obispo County Office of Education and may contain confidential, private, and/or privileged information. It is solely for the use of the intended recipient. If you are not an intended recipient, you are hereby notified that you received this email in error. The information in this email may be confidential and/or legally privileged or subject to other privacy laws such as the Family Educational Rights and Privacy Act ("FERPA"). Any use, review, disclosure, reproduction, distribution, copying of, or reliance on, this email and any attachment is strictly prohibited by any unintended recipient. If you are not the intended recipient, please immediately notify the sender by reply email and delete this message and any attachments. Thank you for your cooperation. Email is covered by the Electronic Communications Privacy Act, 18 U.S.C. §§ 2510-2521 and may be legally privileged.*

---

 **2022 Storms Proclamation of Emergency.pdf**  
205K

This website uses cookies to ensure you get the best experience on our website. [Learn more](#)

[Allow cookies](#)

Essential. Dependable. Local. **Subscribe for just \$1 for 1 month**

[CLAIM OFFER](#)



[LOG IN](#) [SUBSCRIBE](#)

1/12/2023  
Today's eEdition

# THE TRIBUNE

44°F 62° 44°

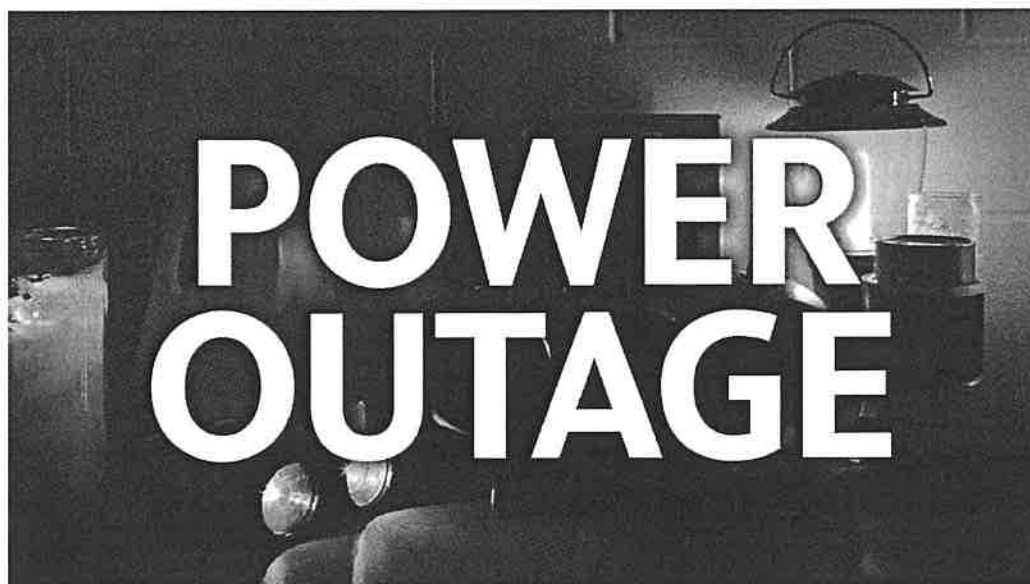
[Local News](#)[Opinion](#)[Food & Drink](#)[Sports](#)[The Cambrian](#)[Education](#)[Oceano Dunes](#)[California](#)[Obituaries](#)[Personal Finance](#)

LOCAL

## Update: More than 15,000 still without power across SLO County as storm sweeps region

BY [JOHN LYNCH](#) AND [MACKENZIE SHUMAN](#)

UPDATED JANUARY 10, 2023 11:02 AM





Only have a minute? Listen instead

Powered by **Trinity Audio**

00:00

1.0x

03:42

***Update to this story >> >> Storm updates: SLO County copes with closures, flooding, outages — and braces for more rain***

**Update, 7 p.m.**

Thousands of San Luis Obispo County residents entered Monday evening in the dark, as power outages caused by the torrential winter storm continued.

**TOP ARTICLES**

In total, more than 15,000 PG&E customers in the county have no power, according to the utility's online outage map.

About 11,300 of those customers are in the Morro Bay and Los Osos area, 1,900 in Nipomo and 1,300 in Avila Beach, according to the outage map.

**Get unlimited digital access**

Try 1 month for \$1

**CLAIM OFFER**

In most cases, PG&E has not provided an update on when power may be restored.

**Update, 1:40 p.m.**

PG&E appears to have restored power to more than half of its affected customers.

While there are still about 6,000 customers without power across the county, repairs

near Nacimiento Reservoir and in Paso Robles have significantly reduced the number of outages, and time estimates have been provided for repairs in some locations.

## Today's top headlines

Sign up for Tribune Afternoon Headlines and get the day's biggest stories in your inbox.

**SIGN UP**

This site is protected by reCAPTCHA and the Google Privacy Policy and Terms of Service apply.

Morro Bay's 559 affected customers can expect power to be restored around 10:30 p.m., while the 1,257 affected customers in Avila Beach can expect repairs by 11:30 p.m Tuesday, Jan. 10.

2,683 customers in Paso Robles remain without power or an estimate on repairs.

### **Update, 11:00 a.m.**

Around 2,400 customers lost power in the Nacimiento Reservoir area, PG&E's outage tracker said.

Meanwhile, Cambria's total number of affected customers grew to around 640 total.

Countywide, around 13,500 customers are currently without power, and no repair timeline has been provided by PG&E, with PG&E spokesperson Carina Corral attributing the delays to inclement weather conditions.

### **Update, 9:18 a.m.**

Corral said conditions in some service areas have made it unsafe for crews to work, causing delays and uncertainty over the estimated time to restore power.

“We understand how important electricity is to keep you and your family safe in the winter months, and we will continue working tirelessly to restore power,” Corral said. “This is especially true for areas including Morro Bay, Cayucos and Cambria and north of the Cuesta Grade, where downed trees are the causes of many outages.”

Traffic jams from flooded intersections and traffic signal lights being out have also slowed crew responses, Corral said.

In the meantime, Corral said customers should exercise caution and follow county guidelines on best practices to stay safe during flooding.

“In regard to power lines, always assume downed power lines are energized and dangerous,” Corral said. “Stay away from the lines and keep others away from them. Call 9-1-1 immediately to report the location of a downed line.”

**Original Story:**

Several thousand PG&E customers across San Luis Obispo County lost power on Monday morning due to a severe winter storm.

Customers in southern Cayucos and the northern part of Morro Bay bore the brunt of the outages, according to the [PG&E outage center](#).

A total of 2,382 customers in that area were without electricity around 7:11 a.m., PG&E said, and while 590 customers in southern Morro Bay lost power around 5:44

a.m.

Another 1,257 customers in Avila Beach lost power around 6 a.m., the utility company said.

A total of 818 customers in Templeton lost power around 8:01 a.m., and more than 250 customers in Cambria were without electricity.

Around 8:10 a.m., around 5,000 customers in the Paso Robles area lost power, PG&E said.

In total, more than 10,000 customers in San Luis Obispo County were without power as of 9 a.m. Monday.

PG&E had not provided a timeline as of 9 a.m. for restoring power to customers across the county.

This story was originally published January 9, 2023 9:14 AM.

RELATED STORIES FROM SAN LUIS OBISPO TRIBUNE

WEATHER NEWS

Storm Updates: Hwy. 101 closed in both directions in Paso Robles; thousands remain without power  
JANUARY 09, 2023 8:57 AM

EDUCATION

SLO County school district cancels classes due to severe storm  
JANUARY 09, 2023 8:43 AM



JOHN LYNCH



(805) 781-7812

John Lynch is a housing reporter at the San Luis Obispo Tribune. Originally from Kenosha, Wisconsin, John studied journalism and telecommunications at Ball State University, graduating in 2022.

Take Us With You

Real-time updates and all local stories you want right in the palm of your hand.



SAN LUIS OBISPO TRIBUNE APP →

VIEW NEWSLETTERS →

SUBSCRIPTIONS

- Start a Subscription
- Customer Service
- eEdition
- Vacation Hold
- Pay Your Bill

LEARN MORE

- About Us
- Contact Us
- Newsletters
- Archives
- Personal Finance

ADVERTISING

- McClatchy Advertising
- Place an Ad
- Place a Classified Ad
- Place an Obituary
- Staffing Solutions
- Political Advertising

[COPYRIGHT](#)

[PRIVACY POLICY](#)

[DO NOT SELL MY PERSONAL INFORMATION](#)

[TERMS OF SERVICE](#)





Home Uncovered SLO Daily Briefs Discovered Sales and Deals Opinion Eye on the Coast Login  
Share Your Opinion Subscribe Advertise Search Tips Newsletter

# Mudslides, road closures and flooding throughout SLO County

January 9, 2023



Flooding near Toad Creek Road in Templeton

By KAREN VELIE

Monday morning commuters are facing downed trees, mudslides, road closures and flooding throughout San Luis Obispo County, according to the California Highway Patrol.

SLO County is under a flood watch and wind advisory as another atmospheric river drenches the county in rainfall, according to the [National Weather Service](#). The weather service recommends residents avoid driving if possible.

Rain is forecast to continue to pelt the area through Tuesday, with more flooding and road closures expected.

## Road closures and traffic hazards

- Flooding at the intersection of Kansas Avenue and Highway 1 near SLO
- Flooding on northbound Highway 101 near Avila Beach
- Crack forming on Highway 1 near the California Men's Colony near SLO
- Rocks and mud at the intersection of Avila Bay and San Luis Bay drives in Avila Beach
- Power lines down at Kay Street and Bradford Road in Cambria
- Tree blocking Viejo Road in SLO
- Flooding on southbound Highway 1 in Morro Bay
- Tree down on eastbound Highway 46 west of Templeton
- Water and branches covering Adelaida Road near Vineyard Drive in Templeton
- Metal plates on Los Berros Road in Arroyo Grande giving out
- Light pole on Highway 1 near Cuesta College swaying
- Tree down on Rocky Canyon Road in Atascadero
- Traffic hazard on Lynch Canyon Road near Lake Nacimiento
- Tree down on west Highway 46 near Old Creek Road
- Windsor Boulevard in Cambria closed because of flooding
- Landslide on Highway 46 west at the summit
- Flooding on Las Palitas Road in Santa Margarita, bridge closed
- Olive Street, River Road and portions of Scott Street and 21st Street closed in Paso Robles
- Ash Street near Pine Street in Los Osos is flooded

## Sponsored Links

## Sponsored Links

## Search Cal Coast News.Com

## Sponsored Links

## Recent And Most Commented

- [Recent topics](#)
- [Most viewed](#)
- [Most commented](#)



Lisa Dostal <ldostal@bsfcs.org>

**Print pleas**

1 message

**Julie Turk** <jturk@bsfcs.org>  
To: Lisa Dostal <ldostal@bsfcs.org>

Thu, Jan 12, 2023 at 9:41 AM

11:13



## Outage Status

1401 SAN LUIS BAY DR SAN LUIS OBISPO CA  
93405

[Change Address](#)

### Current Outage Status:

Power is restored

Current As Of: January 10 | 10:57 PM PST

[Report An Outage](#)



**POWER WAS RESTORED ON**  
**JANUARY 10 | 10:42 PM PST - 10:57**  
**PM PST**

[Details](#)

**Future Outage Status:**  
**No Future PSPS Outages**  
**Forecasted**

Current As Of: January 10 | 11:12 PM PST

[Visit 7-Day PSPS Forecast](#)



1-877-660-6789



pgealerts.alerts.pge.com



# Bellevue-Santa Fe Charter School

## Instructional Calendar 2022-23

*"What we learn with pleasure, we never forget"*

|   | <p><b>July 2022</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> </tbody> </table>       | M  | T  | W  | Th | F |   |   |   |   | 1 | 4  | 5  | 6  | 7  | 8  | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 | <p><b>January 2023</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> <tr> <td>30</td> <td>31</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>13 Report Card prep (min. day)<br/>16 Martin Luther King, Jr. Day<br/>23-27 Conferences (min. days)</p> | M | T | W | Th | F | 2 | 3 | 4 | 5 | 6 | 9  | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 | 31 |    |    |    |
|---|---|----|----|----|----|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|---|---|----|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|   |   |    |    | 1  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 4   | 5   | 6  | 7  | 8  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 11  | 12  | 13 | 14 | 15 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 18  | 19  | 20 | 21 | 22 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 25  | 26  | 27 | 28 | 29 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 2   | 3   | 4  | 5  | 6  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 9   | 10  | 11 | 12 | 13 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 16  | 17  | 18 | 19 | 20 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 23  | 24  | 25 | 26 | 27 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 30  | 31  |    |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <p>17-19 Teacher Work Days<br/>19 Class Lists posted<br/>22 First Day of School</p> | <p><b>August 2022</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> </tr> <tr> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> </tr> <tr> <td>29</td> <td>30</td> <td>31</td> <td></td> <td></td> </tr> </tbody> </table>  | M  | T  | W  | Th | F | 1 | 2 | 3 | 4 | 5 | 8  | 9  | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | 31 |    |    | <p><b>February 2023</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> </tr> <tr> <td>27</td> <td>28</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>13 Lincoln Day<br/>20 Washington Day</p>  | M | T | W | Th | F |   |   | 1 | 2 | 3 | 6  | 7  | 8  | 9  | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 |    |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 1   | 2   | 3  | 4  | 5  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 8   | 9   | 10 | 11 | 12 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 15  | 16  | 17 | 18 | 19 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 22  | 23  | 24 | 25 | 26 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 29  | 30  | 31 |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|   |   | 1  | 2  | 3  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 6   | 7   | 8  | 9  | 10 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 13  | 14  | 15 | 16 | 17 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 20  | 21  | 22 | 23 | 24 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 27  | 28  |    |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <p>5 Labor Day<br/>19-23 Goal Setting (min. days)</p>                               | <p><b>September 2022</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> </tbody> </table> | M  | T  | W  | Th | F |   |   |   | 1 | 2 | 5  | 6  | 7  | 8  | 9  | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 | <p><b>March 2023</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> </tr> <tr> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> </tr> </tbody> </table> <p>27-31 Spring Break</p>   | M | T | W | Th | F |   |   | 1 | 2 | 3 | 6  | 7  | 8  | 9  | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | 31 |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|   |   |    | 1  | 2  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 5   | 6   | 7  | 8  | 9  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 12  | 13  | 14 | 15 | 16 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 19  | 20  | 21 | 22 | 23 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 26  | 27  | 28 | 29 | 30 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|   |   | 1  | 2  | 3  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 6   | 7   | 8  | 9  | 10 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 13  | 14  | 15 | 16 | 17 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 20  | 21  | 22 | 23 | 24 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 27  | 28  | 29 | 30 | 31 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <p>11 Veteran's Day<br/>21-25 Thanksgiving Break</p>                                | <p><b>October 2022</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> <tr> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> </tr> <tr> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> </tr> <tr> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> </tr> <tr> <td>31</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>   | M  | T  | W  | Th | F | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 | 31 |    |    |    |    | <p><b>April 2023</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> <tr> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> </tr> <tr> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> </tr> <tr> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> </tr> </tbody> </table> <p>7 Spring Holiday</p>  | M | T | W | Th | F | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 |    |    |    |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 3   | 4   | 5  | 6  | 7  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 10  | 11  | 12 | 13 | 14 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 17  | 18  | 19 | 20 | 21 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 24  | 25  | 26 | 27 | 28 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 31  |   |    |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 3   | 4   | 5  | 6  | 7  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 10  | 11  | 12 | 13 | 14 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 17  | 18  | 19 | 20 | 21 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 24  | 25  | 26 | 27 | 28 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <p>22-6 Winter Break</p>  | <p><b>November 2022</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> </tr> <tr> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>28</td> <td>29</td> <td>30</td> <td></td> <td></td> </tr> </tbody> </table>  | M  | T  | W  | Th | F |   | 1 | 2 | 3 | 4 | 7  | 8  | 9  | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 28 | 29 | 30 |    |    | <p><b>May 2023</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> </tr> <tr> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> </tr> <tr> <td>29</td> <td>30</td> <td>31</td> <td></td> <td></td> </tr> </tbody> </table> <p>5 Report Card prep (min. day)<br/>29 Memorial Day</p>  | M | T | W | Th | F | 1 | 2 | 3 | 4 | 5 | 8  | 9  | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | 31 |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|   | 1   | 2  | 3  | 4  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 7   | 8   | 9  | 10 | 11 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 14  | 15  | 16 | 17 | 18 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 21  | 22  | 23 | 24 | 25 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 28  | 29  | 30 |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 1   | 2   | 3  | 4  | 5  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 8   | 9   | 10 | 11 | 12 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 15  | 16  | 17 | 18 | 19 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 22  | 23  | 24 | 25 | 26 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 29  | 30  | 31 |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|   | <p><b>December 2022</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> </tbody> </table>  | M  | T  | W  | Th | F |   |   |   | 1 | 2 | 5  | 6  | 7  | 8  | 9  | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 | <p><b>June 2023</b></p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> </tbody> </table> <p>1 Open House<br/>8 Last Day of School (min. day)</p>  | M | T | W | Th | F |   |   |   | 1 | 2 | 5  | 6  | 7  | 8  | 9  | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|   |   |    | 1  | 2  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 5   | 6   | 7  | 8  | 9  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 12  | 13  | 14 | 15 | 16 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 19  | 20  | 21 | 22 | 23 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 26  | 27  | 28 | 29 | 30 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| M   | T   | W  | Th | F  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|   |   |    | 1  | 2  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 5   | 6   | 7  | 8  | 9  |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 12  | 13  | 14 | 15 | 16 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 19  | 20  | 21 | 22 | 23 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 26  | 27  | 28 | 29 | 30 |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |   |   |    |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

Yellow - minimum day (12:30 dismissal)  
Blue - no school

Student days: 180  
Regular days: 131  
Minimum days: 49  
Teacher days: 183

GB approved 02/17/22  
Revision - GB Approved

Students enrolled in a public school are mandated, through their parents, to comply with California Education Codes for attendance. Regular attendance is paramount for student learning. This is particularly true for Bellevue's thematic and project-based pedagogical design. All absences should be verified with the front office at [805-595-7169](tel:805-595-7169). As a public school, Bellevue's funding is based on attendance numbers. For absences other than illness, consisting of three school days or more, please see our Independent Study Policy at <http://www.bsfc.org/about-bellevue/policies/>.



[Snorkeling](#)

[Kayaking](#)

[Labs](#)

[Night Activities](#)

# CATALINA ISLAND MARINE INSTITUTE

At Fox Landing

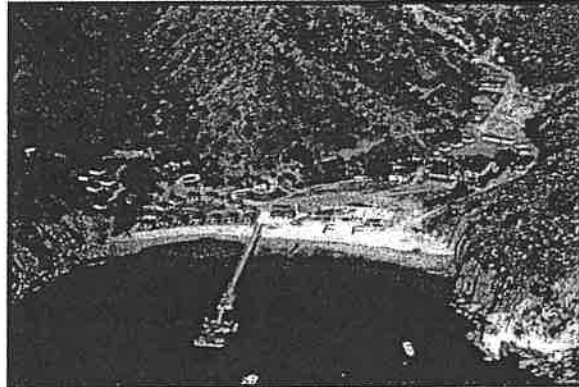
## Fox Landing Program!

CIMI at Fox Landing provides a unique, exciting program that's the perfect way to enhance any student's education!

The program focuses on hands-on, experiential science education. Utilizing our state-of-the-art labs and equipment, expert instructors and the beautiful natural land and sea environments of Catalina Island, we strive to increase science literacy, stimulate minds and, most importantly, to create excitement about science.

During their 3- or 5-day stay, students and teachers have the opportunity to experience, first hand, the diverse flora and fauna found in Southern California's Oceans.

Through a combination of labs, aquariums and touch tanks on land and snorkeling, kayaking and collecting data in the field, students and teachers learn about the many ecosystems of the island and ocean and get to see and touch a whole range of fish, algae, sharks and rays, marine mammals, plankton and invertebrates!



© 2010 Guided Discoveries, Inc.

P. O. Box 1360 • Claremont, California 91711

909.625.6194 (Voice) • 909.625.7305 (Fax)

Comments about or problems with the website? Email [webmaster@guidediscoveries.org](mailto:webmaster@guidediscoveries.org)



*Making a Difference in the Lives of Children Through Unique Opportunities for Discovery*

Snorkeling

Kayaking

Labs

Night Activities

# CATALINA ISLAND MARINE INSTITUTE **Fox Landing**

## Snorkeling

The pristine, undisturbed waters of Fox Landing provide the perfect location for snorkeling and studying marine science! At CIMI, students and teachers dive right in and explore the wonders of the undersea world.

Forests of Giant Kelp (*Macrocystis pyrifera*) support one of the most unique and rich habitats in the world. An extensive array of fish, invertebrates and marine mammals call the kelp forest home, taking advantage of the protection and food sources the kelp provides.

In addition, students and teachers can explore and discover the Rocky Inter-tidal Zones and Sandy Bottoms found off of Catalina Island. These distinct and fascinating ecosystems also support a diversity of marine life. Snorkeling amid the amazing variety of animal and plant life is an enriching and unforgettable experience for students!

While at CIMI, each student learns and demonstrates basic snorkeling skills as taught by our experienced instructors. All gear is provided, including full-length three-piece wetsuit, hood, mask, snorkel, fins and booties.

Because the wetsuit acts as a flotation device, students do not need to be strong swimmers to participate in and benefit from the snorkeling program. Even non-swimmers can thoroughly enjoy the experience if they have confidence in themselves.

Our program is designed to help students become comfortable and safe in the water, learn basic snorkeling skills and techniques and to study and learn about the ocean environment. As such, the objective and focus will progress from the initial dive through subsequent dives.

### Orientation Snorkel

Before the snorkel, instructors discuss the use of snorkeling equipment, safety and the importance of the buddy system. Once in the water, students learn basic skills: adjustment of equipment, breathing through a snorkel, and clearing a mask and snorkel. The exploration then begins as students learn to swim with fins and snorkel along the surface. After the snorkel, the instructor will lead students in a wrap-up discussion of the dive and a review of the marine life that was seen.



Basic Snorkel

After learning the basics on the first snorkel, the objective of the basic snorkel is to explore and discover the kelp forest, rocky inter-tidal and sandy bottom habitats of Fox Landing.

Before the snorkel, the instructor, using pictures and photographs, describes a number of the fish and invertebrates commonly found in these marine habitats. During the snorkel, students will recognize many of the marine animals and plants they have been learning about in the labs. Depending on an individual student's ability, she/he may be able to wear a weight belt to dive down into the habitats to get a closer look; instructors will also bring various invertebrates to the surface for all students to observe. Post-dive, the instructor will lead a wrap-up discussion with students about what they saw.



### Marine Ecology Snorkel

All snorkels after the first two are focused on exploration and research. Students will see an improvement in their snorkeling ability, and so will focus on observing the various habitats and animal behavior. Pre- and Post-dive discussions will bring together what students are learning in the labs and what they are viewing in the field. These dives may also be "boat dives", as students snorkel off of boats in locations outside of Fox Landing.





**BELLEVUE-SANTA FE CHARTER SCHOOL Governing Board Calendar 2022-23**

|   |  |   |  |
|---|--|---|--|
| <p><b>AUGUST 2022</b></p>   | <p><b>SEPTEMBER 22, 2022</b></p> <p><u>Open Session: 4:30</u><br/> <u>Information:</u><br/>                 CAASPP Report<br/> <u>Public Hearing:</u><br/>                 Instructional Materials Sufficiency<br/> <u>Discussion:</u><br/>                 Governing Board Goals<br/>                 Appoint GB Officers<br/> <u>Action:</u><br/>                 2021-22 Unaudited Actuals Report<br/>                 Appoint GB Officers<br/>                 Instructional Materials Sufficiency<br/> <u>Consent Agenda:</u><br/>                 Approval of 4<sup>th</sup>/5<sup>th</sup> Grade Overnight Fieldtrip</p>  | <p><b>OCTOBER 27, 2022</b></p> <p><u>Open Session: 4:00</u><br/> <u>Presentation:</u><br/>                 4<sup>th</sup>/5<sup>th</sup> grade Camp Whittier presentation<br/> <u>Information:</u><br/>                 Behavior Expectations Policy<br/>                 Bullying Policy<br/> <u>Discussion:</u><br/>                 Proof of Residency (1<sup>st</sup> reading)<br/>                 Identification and Evaluation of Individuals for Special Education Policy (1<sup>st</sup> reading)<br/> <u>Action:</u><br/>                 Behavior Expectations Policy<br/>                 Bullying Policy<br/>                 Identification and Evaluation of Individuals for Special Education Policy (1<sup>st</sup> reading)</p>   | <p><b>NOVEMBER 30, 2022</b></p> <p><u>Open Session 4:00</u><br/> <u>Information:</u><br/>                 COVID Testing Policy<br/> <u>Discussion:</u><br/>                 First Interim Budget Report<br/>                 Proof of Residency Policy (2<sup>nd</sup> reading)<br/>                 Special Education Staff Policy<br/>                 Staff Teaching English Language Learners Policy<br/>                 Education For English Language Learners Policy<br/>                 Course of Study Policy<br/> <u>Action:</u><br/>                 First Interim Budget Report<br/>                 Proof of Residency Policy (2<sup>nd</sup> reading)<br/>                 COVID Testing Policy<br/>                 Special Education Staff Policy<br/>                 Staff Teaching English Language Learners Policy<br/>                 Education For English Language Learners Policy<br/>                 Course of Study Policy</p> |
| <p><b>DECEMBER 2022</b></p> <p>No meeting scheduled.</p>  | <p><b>JANUARY 19, 2023</b></p> <p><u>Open Session 4:00</u><br/>                 Town Hall (LCAP, items of interest) 4:30<br/> <u>Information:</u><br/>                 Statement of Economic Interest<br/> <u>Discussion:</u><br/>                 2023-24 Instructional Calendar (1<sup>st</sup> reading)<br/>                 School Safety Plan<br/>                 J-13A – Allowance of Attendance<br/>                 2022-23 Instructional Calendar revision<br/> <u>Action:</u><br/>                 2023-24 Instructional Calendar (1st reading)<br/>                 School Safety Plan<br/>                 J-13A – Allowance of Attendance<br/>                 2022-23 Instructional Calendar revision<br/> <u>Consent Agenda:</u><br/>                 Approval of 6<sup>th</sup> Grade Overnight Fieldtrip</p> | <p><b>FEBRUARY 23, 2023</b></p> <p><u>Special Governing Board meeting:</u><br/>                 Annual Gov. Board/Staff joint meeting<br/> <u>Open Session: 4:00</u><br/> <u>Information:</u><br/>                 Supplement to 2022/23 LCAP Annual Update<br/>                 Update to LCAP Budget Overview<br/>                 Curriculum and Instruction:<br/> <ul style="list-style-type: none"> <li>• Mid-year Report</li> </ul> <u>Discussion:</u><br/>                 2<sup>nd</sup> Interim Budget Report<br/>                 School Accountability Report Card (SARC)<br/> <u>Action:</u><br/>                 2<sup>nd</sup> Interim Budget Report<br/>                 School Accountability Report Card (SARC)<br/>                 Consent Agenda:<br/>                 Annual Financial Audit</p> | <p><b>MARCH 23, 2023</b></p> <p><u>Open Session 4:00</u><br/> <u>Information:</u><br/>                 State Budget Projections<br/> <u>Discussion:</u><br/>                 GB Election Process<br/> <u>Action:</u><br/>                 GB Election Process</p>  |
| <p><b>APRIL 27, 2023</b></p> <p><u>Open Session 4:00</u><br/> <u>Information:</u><br/>                 Governing Board Candidate Statements<br/> <u>Discussion:</u><br/> <u>Action:</u></p> | <p><b>MAY 25, 2023</b></p> <p><u>Closed Session 4:00</u><br/> <u>Open Session 4:15</u><br/> <u>Public Hearing:</u><br/>                 2022-2023 Proposed Budget and Local Control Accountability Plan (LCAP)<br/> <u>Discussion:</u><br/>                 2023-2024 Budget<br/>                 Review Governing Board Goals<br/>                 2023-24 Personnel Handbook<br/> <u>Action:</u><br/>                 GB Election – ratify results<br/>                 2023-24 Personnel Handbook</p>   | <p><b>MAY 30, 2023</b></p> <p><u>Open Session 4:00</u><br/> <u>Presentations:</u><br/>                 6<sup>th</sup> Grade Student Service Projects<br/> <u>Information:</u><br/>                 Curriculum and Instruction:<br/> <ul style="list-style-type: none"> <li>• Year End Report</li> </ul> <u>Discussion:</u><br/>                 2023-2024 Budget Adoption<br/>                 2023-2024 LCAP Adoption<br/>                 ELOP<br/> <u>Action:</u><br/>                 2022-2023 Budget Adoption<br/>                 2022-23 LCAP Adoption<br/>                 ELOP</p>  | <p><b>MAY 30, 2023</b></p>   |