



Thursday, March 21, 2024  
Governing Board Agenda

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Location: Bellevue-Santa Fe Charter School  
1401 San Luis Bay Drive  
San Luis Obispo, CA 93405  
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4:00 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 – February 15, 2024

**3. PUBLIC INPUT**

3.01 Correspondence  
3.02 Public Comment

**4. PRESENTATION**

4.01 6<sup>th</sup> Grade Catalina Island Marine Institute (CIMI) Presentation

**5. ADMINISTRATOR UPDATES**

**6. PTO REPORT**

**7. INFORMATION**

7.01 Reports by Board Members

**8. DISCUSSION**

8.01 Second Interim Budget Report  
8.02 Governing Board Election Process  
8.03 School Safety Plan

**9. ACTION**

9.01 Second Interim Budget Report  
9.02 Governing Board Election Process  
9.03 School Safety Plan

**10. CONSENT AGENDA**

**11. UPCOMING MEETING PLANNING**

11.01 Develop Agenda  
11.02 Review assignments and action items  
11.03 Next scheduled meeting: April 18, 2024

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.



**Thursday, February 15, 2024  
Governing Board Draft Minutes**

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

**In Attendance: Katie Robinson, Kevin Ashworth, Ellen Pitrowski, JoEd Sennes, Cole Cheatwood, Jake Kaufman**  
**Public: Elaine Elmore, Jeff Elmore**

**4:00 p.m. OPEN SESSION**

**1. OPEN SESSION**

1.01 Pledge of Allegiance

**2. ACTION**

2.01 Consensus on Order of Business

Move Governing Board Ratification. LCAP Review is information only with no action.

2.02 Approval of Minutes – January 25, 2024

Kevin made a motion to approve the minutes with the addition of the PTO report from January. Ellen seconded. All were in favor.

**3. PUBLIC INPUT**

3.01 Correspondence

None received

3.02 Public Comment

None

**4. ADMINISTRATOR UPDATES**

- Families have been coming up to classrooms to pick up their children, which has made pick-up with the lack of space very simple. Not everyone seems to understand yet that the fence was decided on by SLCUSD, from whom we lease the property.
- We have ordered a Sea-Train to hold curriculum not being used. It will be placed along the fence, behind the handball courts, with a nice mural painted on it. We will begin construction of the MPR wall shortly. This will allow us to begin outfitting for TK.
- I am in search of a quality lower cost commercial refrigerator to begin lunch sales.

**5. PTO REPORT**

None

**6. INFORMATION**

6.01 Reports by Board Members

Kevin - The play was outstanding. It was so nice to see so many students get a share of the limelight. Megan Horner texted that 14 of our Laguna 8th-grade students are on the Academic Honors list, which was great news to share. Blue Forum students have moved from Mesopotamia to Egypt in their studies. The unit on Egypt is a fully integrated study spanning reading, writing, and social studies.

Cole - The play was awesome. The whole thing was really cool. It's exciting to have Jake on the board.

JoEd - The Great Debate is coming up. Eliana Clark's grandfather came to teach the students about debating. Green and White had two former teachers come in to help edit and revise our narratives. Jake - Happy to be on the board and welcome assistance and advice. Visiting family was amazed by the play and the students.

Ellen - Thank you Jake for joining the board. JoEd, you reminded me of the importance of learning how to debate.

Katie - Mikey has been working on his projects for the Great Debate. It's been nice to see the two classrooms work together on this project. It's been great to see teaching/resources from Lumina Alliance about helping students understand consent. Thinking about alternatives to the field trip.

#### 6.02 Curriculum and Instruction – mid-year report

As I mentioned previously, staff are spending time this year redefining, reviewing, and reflecting on some of our core school philosophies and pedagogy. We started with a look at our school motto: *What we learn with pleasure, we never forget*. We had three stages of analyzing this motto. First, we defined what that means for teachers at Bellevue. We then discussed what that means is expected of a teacher at Bellevue. The final stage was self-reflection - identifying ways we can implement, refine, and design the components from the first two stages into our practice as educators.

Cole asked about bringing back the board visits to classrooms (similar to instructional rounds).

### **7. DISCUSSION**

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#### 7.01 Parent Involvement Policy – 2<sup>nd</sup> reading

A discussion of the Parent Involvement Policy was held. A line will be added about parent volunteers needing to sign in at the office.

#### 7.02 School Accountability Report Card (SARC)

A discussion of the School Accountability Report Card was held.

#### 7.03 LCAP – mid-year review

A discussion of the LCAP Mid-Year Report was held. Julie's revised report was distributed.

#### 7.04 Employee Contract Negotiations (3 year)

Cole and Jake will represent the board for Employee Contract Negotiations.

### **8. ACTION**

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#### 8.01 Parent Involvement Policy

Ellen made a motion to approve the Parent Involvement Policy with the addition of the sentence about signing in at the office. Jake seconded. All were in favor.

#### 8.02 School Accountability Report Card (SARC)

Katie made a motion to approve the School Accountability Report Card. Kevin seconded. All were in favor.

#### 8.03 LCAP – mid-year review

#### 8.04 GB Election – ratify results

Ellen made a motion to ratify the election results. Katie seconded. All were in favor. Jake Kaufman will join the board for the remainder of the two-year term.

### **9. CONSENT AGENDA**

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#### 9.01 Annual Financial Audit

Kevin made a motion to approve the Consent Agenda. Ellen seconded. All were in favor.

### **10. UPCOMING MEETING PLANNING**

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#### 10.01 Develop Agenda

Add School Safety Plan

#### 10.02 Review assignments and action items

#### 10.03 Next scheduled meeting: March 21, 2024

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Charter Number: \_\_\_\_\_

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2023-24 CHARTER SCHOOL INTERIM REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: \_\_\_\_\_

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

Charter School Official  
(Original signature required)

Printed Name: Julie Turk

Title: Principal

For additional information on the interim report, please contact:

Charter School Contact:

Caty Ecklund

Name

Director of Fiscal Service

Title

805-549-1200

Telephone

cecklund@slcusd.org

E-mail Address

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	1,723,812.00	1,723,812.00	965,979.85	1,723,812.00	0.00	0.0%
2) Federal Revenue		8100-8299	62,325.00	62,325.00	18,007.14	62,325.00	0.00	0.0%
3) Other State Revenue		8300-8599	193,979.00	193,979.00	42,789.85	193,979.00	0.00	0.0%
4) Other Local Revenue		8600-8799	161,159.00	161,159.00	134,919.03	161,159.00	0.00	0.0%
5) TOTAL, REVENUES			2,141,275.00	2,141,275.00	1,161,695.87	2,141,275.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	1,068,408.00	1,068,408.00	564,906.17	1,068,408.00	0.00	0.0%
2) Classified Salaries		2000-2999	103,608.00	103,608.00	67,062.67	103,608.00	0.00	0.0%
3) Employee Benefits		3000-3999	400,063.53	400,063.53	225,804.85	400,063.53	0.00	0.0%
4) Books and Supplies		4000-4999	202,362.00	202,362.00	44,361.92	202,362.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	462,123.00	462,123.00	267,673.25	462,123.00	0.00	0.0%
6) Capital Outlay		6000-6999	5,255.00	5,255.00	0.00	5,255.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	5,886.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,241,819.53	2,241,819.53	1,175,694.86	2,241,819.53		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(100,544.53)	(100,544.53)	(13,998.99)	(100,544.53)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(100,544.53)	(100,544.53)	(13,998.99)	(100,544.53)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,165,488.87	1,165,488.87		1,165,488.87	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,165,488.87	1,165,488.87		1,165,488.87		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,165,488.87	1,165,488.87		1,165,488.87		
2) Ending Balance, June 30 (E + F1e)			1,064,944.34	1,064,944.34		1,064,944.34		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	264,097.23	264,097.23		264,097.23		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	800,847.11	800,847.11		800,847.11		
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	29,817.00	29,817.00	75,276.00	29,817.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	30,006.00	30,006.00	15,089.00	30,006.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			59,823.00	59,823.00	90,365.00	59,823.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,592,027.00	1,592,027.00	875,614.85	1,592,027.00	0.00	0.0%
Property Taxes Transfers		8097	71,962.00	71,962.00	0.00	71,962.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,723,812.00	1,723,812.00	965,979.85	1,723,812.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	31,605.00	31,605.00	2,265.14	31,605.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	30,720.00	30,720.00	15,742.00	30,720.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>62,325.00</b>	<b>62,325.00</b>	<b>18,007.14</b>	<b>62,325.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	2,771.00	2,771.00	2,981.00	2,771.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	32,437.00	32,437.00	5,212.85	32,437.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%



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Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	158,771.00	158,771.00	34,596.00	158,771.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>193,979.00</b>	<b>193,979.00</b>	<b>42,789.85</b>	<b>193,979.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	2,500.00	2,500.00	8,377.04	2,500.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%



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Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	35,906.00	35,906.00	58,346.99	35,906.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	122,753.00	122,753.00	68,195.00	122,753.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>161,159.00</b>	<b>161,159.00</b>	<b>134,919.03</b>	<b>161,159.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>2,141,275.00</b>	<b>2,141,275.00</b>	<b>1,161,695.87</b>	<b>2,141,275.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	921,029.00	921,029.00	463,140.47	921,029.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	147,379.00	147,379.00	101,765.70	147,379.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>1,068,408.00</b>	<b>1,068,408.00</b>	<b>564,906.17</b>	<b>1,068,408.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	22,584.00	22,584.00	19,163.00	22,584.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	81,024.00	81,024.00	47,899.67	81,024.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>103,608.00</b>	<b>103,608.00</b>	<b>67,062.67</b>	<b>103,608.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	199,327.00	199,327.00	106,304.02	199,327.00	0.00	0.0%
PERS		3201-3202	24,300.00	24,300.00	17,892.31	24,300.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	23,584.00	23,584.00	13,290.87	23,584.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	126,498.00	126,498.00	82,626.93	126,498.00	0.00	0.0%
Unemployment Insurance		3501-3502	15,803.53	15,803.53	315.98	15,803.53	0.00	0.0%
Workers' Compensation		3601-3602	10,551.00	10,551.00	5,374.74	10,551.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>TOTAL, EMPLOYEE BENEFITS</b>			400,063.53	400,063.53	225,804.85	400,063.53	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	12,217.00	12,217.00	491.45	12,217.00	0.00	0.0%
Books and Other Reference Materials		4200	54,000.00	54,000.00	4,087.81	54,000.00	0.00	0.0%
Materials and Supplies		4300	136,145.00	136,145.00	38,032.66	136,145.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	1,750.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			202,362.00	202,362.00	44,361.92	202,362.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	500.00	500.00	1,463.00	500.00	0.00	0.0%
Dues and Memberships		5300	740.00	740.00	0.00	740.00	0.00	0.0%
Insurance		5400-5450	13,200.00	13,200.00	14,564.95	13,200.00	0.00	0.0%
Operations and Housekeeping Services		5500	94,100.00	94,100.00	45,767.31	94,100.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	18,501.00	18,501.00	36,177.93	18,501.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	323,862.00	323,862.00	164,912.31	323,862.00	0.00	0.0%
Communications		5900	11,220.00	11,220.00	4,787.75	11,220.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			462,123.00	462,123.00	267,673.25	462,123.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>								
Land		6100	1,915.00	1,915.00	0.00	1,915.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	3,340.00	3,340.00	0.00	3,340.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			5,255.00	5,255.00	0.00	5,255.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements								
		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools								
		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools								
		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices								
		7142	0.00	0.00	5,886.00	0.00	0.00	0.0%
Payments to JPAs								
		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								

2023-24 Second Interim  
 General Fund  
 Summary - Unrestricted/Restricted  
 Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	5,886.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			2,241,819.53	2,241,819.53	1,175,694.86	2,241,819.53	0.00	0.0%
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								

2023-24 Second Interim  
 General Fund  
 Summary - Unrestricted/Restricted  
 Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Object	Beginning Balances (Ref. Only)	Actuals Through the Month of (Enter Month Name):											
			July	August	September	October	November	December	January	February	March	April	May	June
A. BEGINNING CASH			651,348.00	555,668.00	472,557.00	430,966.00	662,051.00	1,105,435.00	944,560.00	1,094,434.00				
B. RECEIPTS														
L.C.F.F./Revenue Limit Sources														
Principal Apportionment	8010-8019		14,626.00	6,843.00	19,863.00	12,318.00	4,535.00	0.00	32,180.00	0.00				
Property Taxes	8020-8079													
Miscellaneous Funds	8080-8099													
Federal Revenue	8100-8299													
Other State Revenue	8300-8599		3,111.00	3,111.00	18,019.00	52,238.00	(59,141.00)	0.00	25,451.00	0.00				
Other Local Revenue	8600-8799			1,828.00	22,697.00	25,798.00	39,725.00	7,427.00	26,285.00	11,159.00				
Interfund Transfers In	8910-8929													
All Other Financing Sources	8930-8979													
TOTAL RECEIPTS			17,737.00	11,782.00	73,497.00	442,948.00	226,663.00	13,178.00	370,481.00	148,690.00				
C. DISBURSEMENTS														
Certificated Salaries	1000-1999		6,784.00	13,569.00	56,853.00	95,833.00	96,259.00	98,439.00	97,899.00	97,269.00				
Classified Salaries	2000-2999		0.00	3,685.00	8,624.00	10,765.00	9,922.00	9,911.00	11,274.00	12,883.00				
Employee Benefits	3000-3999		1,455.00	4,209.00	22,272.00	38,322.00	39,840.00	38,797.00	40,205.00	40,705.00				
Books and Supplies	4000-4999		2,386.00	1,652.00	7,262.00	3,397.00	15,258.00	10,059.00	4,017.00	331.00				
Services	5000-5999		15,113.00	53,111.00	16,896.00	41,062.00	48,559.00	21,365.00	68,828.00	2,740.00				
Capital Outlay	6000-6999							0.00						
Other Outgo	7000-7499													
Interfund Transfers Out	7600-7629													

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		25,738.00	76,226.00	111,907.00	189,379.00	211,836.00	178,571.00	222,223.00	153,928.00
TOTAL DISBURSEMENTS										
<b>D. BALANCE SHEET ITEMS</b>										
<b>Assets and Deferred Outflows</b>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299			106.00			425,216.00			5,751.00
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9360									
Deferred Outflows of Resources	9490					(26,599.00)				
SUBTOTAL		0.00	0.00	106.00	0.00	(26,599.00)	425,216.00	0.00	0.00	5,751.00
<b>Liabilities and Deferred Inflows</b>										
Accounts Payable	9500-9599		87,679.00	18,773.00	3,181.00	(4,115.00)	(3,343.00)	(4,518.00)	(1,616.00)	(4,534.00)
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	87,679.00	18,773.00	3,181.00	(4,115.00)	(3,343.00)	(4,518.00)	(1,616.00)	(4,534.00)
<b>Nonoperating</b>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	(87,679.00)	(18,667.00)	(3,181.00)	(22,484.00)	428,559.00	4,518.00	1,616.00	10,285.00
<b>E. NET INCREASE/DECREASE (B - C + D)</b>										
			(95,680.00)	(83,111.00)	(41,591.00)	231,085.00	443,384.00	(160,875.00)	149,874.00	5,047.00
<b>F. ENDING CASH (A + E)</b>										
			555,668.00	472,557.00	430,966.00	662,051.00	1,105,435.00	944,560.00	1,094,434.00	1,099,481.00
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>										

Description	Object	ACTUALS THROUGH THE MONTH OF (Enter Month Name):					Accruals	Adjustments	TOTAL	BUDGET
		March	April	May	June					
A. BEGINNING CASH	9110	1,099,481.00	1,219,973.00	1,171,115.00	1,145,639.00					
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010- 8019	7,777.00	(1,795.00)	(3,302.00)	(33,222.00)	0.00		59,823.00	59,823.00	
Property Taxes	8020- 8079							0.00	0.00	
Miscellaneous Funds	8080- 8099	332,798.00	166,399.00	166,399.00	(20,503.00)			1,663,989.00	1,663,989.00	
Federal Revenue	8100- 8299	8,260.00	223.00	88.00	35,747.00			62,325.00	62,325.00	
Other State Revenue	8300- 8599	10,834.00	15,102.00	0.00	125,254.00			193,979.00	193,979.00	
Other Local Revenue	8600- 8799	4,445.00	14,835.00	10,176.00	(3,216.00)			161,159.00	161,159.00	
Interfund Transfers In	8910- 8929							0.00	0.00	
All Other Financing Sources	8930- 8979							0.00	0.00	
TOTAL RECEIPTS		364,114.00	194,764.00	173,361.00	104,060.00	0.00	0.00	2,141,275.00	2,141,275.00	
C. DISBURSEMENTS										
Certificated Salaries	1000- 1999	106,841.00	106,841.00	106,841.00	182,980.00	0.00		1,068,408.00	1,068,408.00	
Classified Salaries	2000- 2999	9,325.00	9,325.00	9,324.00	8,570.00			103,608.00	103,608.00	
Employee Benefits	3000- 3999	44,007.00	44,007.00	44,007.00	42,237.53			400,063.53	400,063.53	
Books and Supplies	4000- 4999	40,472.00	40,472.00	12,649.00	64,407.00			202,362.00	202,362.00	
Services	5000- 5999	42,977.00	42,977.00	28,016.00	82,479.00			462,123.00	462,123.00	
Capital Outlay	6000- 6999				5,255.00			5,255.00	5,255.00	
Other Outgo	7000- 7499							0.00	0.00	
Interfund Transfers Out	7600- 7629							0.00	0.00	
All Other Financing Uses	7630- 7699							0.00	0.00	



Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		243,622.00	243,622.00	198,837.00	385,928.53	0.00	0.00	2,241,819.53	2,241,819.53
<b>D. BALANCE SHEET ITEMS</b>									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							431,073.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							(26,599.00)	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	404,474.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							91,507.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	91,507.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	312,967.00	
E NET INCREASE/DECREASE (B - C + D)		120,492.00	(48,858.00)	(25,476.00)	(281,868.53)	0.00	0.00	212,422.47	(100,544.53)
F. ENDING CASH (A + E)		1,219,973.00	1,171,115.00	1,145,639.00	863,770.47				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								863,770.47	

Bellevue Santa Fe						
MYP Unrestricted And Restricted Budgets Combined						
		Projected Year	Percent Change	24-25	Percent Change	25-26
		Totals 23-24	(Cols F-D/D)	Projection	(Cols H-F/F)	Projection
<b>A. Revenues and Other Financing Sources</b>						
1. LCFF/Taxes	8010-8099	\$ 1,723,812.00	0.00%	\$ 1,723,823.00	3.95%	\$ 1,791,876.00
2. Federal Revenues	8100-8299	62,325.00	0.00%	62,325.00	0.00%	62,325.00
3. Other State Revenues	8300-8599	193,979.00	-57.50%	82,437.00	0.00%	82,437.00
4. Other Local Revenues	8600-8799	161,159.00	-2.11%	157,753.00	0.00%	157,753.00
5. Other Financing Sources						
a. Transfers In	8900-8929	-		-		-
b. Other Sources	8930-8979	-		-		-
c. Contributions	8980-8999	-		-		-
6. Total Sums (1-4c)		\$ 2,141,275.00		\$ 2,026,338.00		\$ 2,094,391.00
<b>B. Expenditures and Other Financing Uses</b>						
<b>1. Certificated Salaries</b>						
a. Base Salaries		\$ 1,068,408.00		\$ 1,068,408.00		\$ 1,095,118.20
b. Step and Column Adj						
c. Other Adj				26,710.20		27,377.96
Total Certificated	1000-1999	1,068,408.00	2.50%	1,095,118.20	2.50%	1,122,496.16
<b>2. Classified Salaries</b>						
a. Base Salaries		103,608.00		75,000.00		76,500.00
b. Step and Column Adj						
c. Other Adj				1,500.00		1,530.00
Total Classified Salaries	2000-2999	103,608.00	-26.16%	76,500.00	2.00%	78,030.00
3. Employee Benefits	3000-3999	400,063.00	3.00%	412,064.89	3.00%	424,426.84
4. Books and Supplies	4000-4999	202,362.00	0.00%	202,362.00	-25%	152,362.00
5. Services and Other Oper	5000-5999	462,123.00	1.00%	466,744.23	1.00%	471,411.67
6. Capital Outlay	6000-6999	5,255.00	-1.05%	5,200.00	0.00%	5,200.00
7. Other Outgo	7100-7299	-	0.00	-	0.00	-
8. Other Outgo Indirect	7300-7399	-	0.00	-	0.00	-
9. Other Financing Uses						
a. Transfers Out	7600-7629	-	0.00	-	0.00	-
b. Other Uses	7630-7699	-		-		-
10. Other Adjustments						
11. Total Sum (1-10)		\$ 2,241,819.00		\$ 2,257,989.32		\$ 2,253,926.66
Net Increase (Decrease) in Fund Balance (A6-B11)		\$ (100,544.00)		\$ (231,651.32)		\$ (159,535.66)
<b>D. Fund Balance</b>						
1. Net Beginning Fund Balance		\$ 1,165,488.87		\$ 1,064,944.87		\$ 833,293.55
2. Ending Fund Balance (Sum Lines C and D1)		\$ 1,064,944.87		\$ 833,293.55		\$ 673,757.89
<b>3. Components of Ending Fund Balance (Form 011)</b>						
a. Nonspendable	9710-9719	254,897.96		254,897.96		254,897.96
b. Restricted	9740	264,097.23		-		-
c. Committed						
1. Stabilization Arrangements	9750	-		-		-
2. Other Commitments	9760	-		-		-
d. Assigned						
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	112,090.95		112,899.47		112,696.33
2. Unassigned/Unappropriated	9790	433,858.73		465,496.12		306,163.59
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		\$ 1,064,944.87		\$ 833,293.55		\$ 673,757.89
<b>E. Available Reserves (Unrestricted Except as Noted)</b>						
<b>1. General Fund</b>						
a. Stabilization Arrangements	9750	-		-		-
b. Reserve for Economic Uncertainties	9789	112,090.95		112,899.47		112,696.33
c. Unassigned/Unappropriated	9790	433,858.73		465,496.12		306,163.59
d. Negative Restricted Ending Fund balance	9792	-		-		-
<b>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</b>						
a. Stabilization Arrangements	9750	-		-		-
b. Reserve for Economic Uncertainties	9789	-		-		-
c. Unassigned/Unappropriated	9790	-		-		-
3. Total Available Reserves - By Amount (Sum Lines E1 thru E2c)		\$ 545,949.68		\$ 578,395.59		\$ 418,859.93
4. Total Reserves - By Percent (Lines E3 divided by line F3c)		24.35%		25.62%		18.58%
<b>F. Recommended Reserves</b>						
<b>2. District ADA - Funded</b>						
<b>3. Calculating the Reserves</b>						
a. Expenditures and Other Financing Uses		2,241,819.00		2,257,989.32		2,253,926.66
b. Plus: Special Education Pass-Through fund (Line F1b2, if Line F1a is No)		-		-		-
c. Total Expenditures and Other Financing Uses (Line F3a plus Line F3b)		2,241,819.00		2,257,989.32		2,253,926.66
d. Reserve Standard Percentage Level (Refer to Form 01, C&I 10 for calculation details)		5%		5%		5%
e. Reserve Standard by Percent (Line F3c times F3d)		112,090.95		112,899.47		112,696.33
f. Reserve Standard - by Amount		-		-		-
g. Reserve Standard (Greater of Line F3e or F3f)		112,090.95		112,899.47		112,696.33
h. Available Reserves (Line e3) Meet Reserve Standard (Line F3g)		Yes		Yes		Yes



Bellevue-Santa Fe Charter School  
*"What we learn with pleasure, we never forget."*

**GOVERNING BOARD ACTIONS:  
PARENT REPRESENTATIVE ELECTION  
2024**

**DATE**

- 04/18/24 **1. Agendize Board vacancy for Parent Representative**  
Governing Board will agendize Parent Representative review in GB meeting Discussion/Action.  
\*There is one parent representative opening for the 2024-26 term.
- beginning
- 04/19/24 **2. Advertise for candidates for Parent Representative**  
Governing Board issues a call for candidacy and outlines method for submitting statements and due date. (Advertised via Parent Square)
- 05/10/24 **3. Parent Representative statements published to community.**
- 05/16/24 **4. Agendize statements** – candidates for Parent Representative share statements.
- 05/22/24 **5. Parent Representative Election**  
Polls will be open on site.  
Each BSFCS family is afforded one vote per Parent Rep. opening.  
Candidates will be notified of election results ASAP and results will be posted at the school.
- 05/30/24 **6. Governing Board Ratification** - Ratify Parent Representative election results.
- June/July **7. New Governing Board member orientation**

\* New Governing Board Member takes office July 1, 2024



# Bellevue-Santa Fe Charter School

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2023-2024

## 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 22-23 school year there were:**

Arrests on Campus: 0

•

Charges related to school issues filed: 0

•

Arrests and charge for following: 0

Reports to Police: 0



## 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)

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## EMERGENCY ACTION

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## LOCKDOWN

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### 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.
- 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.

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## EMERGENCY ACTION

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## 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."**
- 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 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.,scitechatorium, library, , multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

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## EMERGENCY RESPONSE

## EARTHQUAKE

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### 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.
- 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.
- 
  
- 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.

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## EMERGENCY ACTION

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## 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**

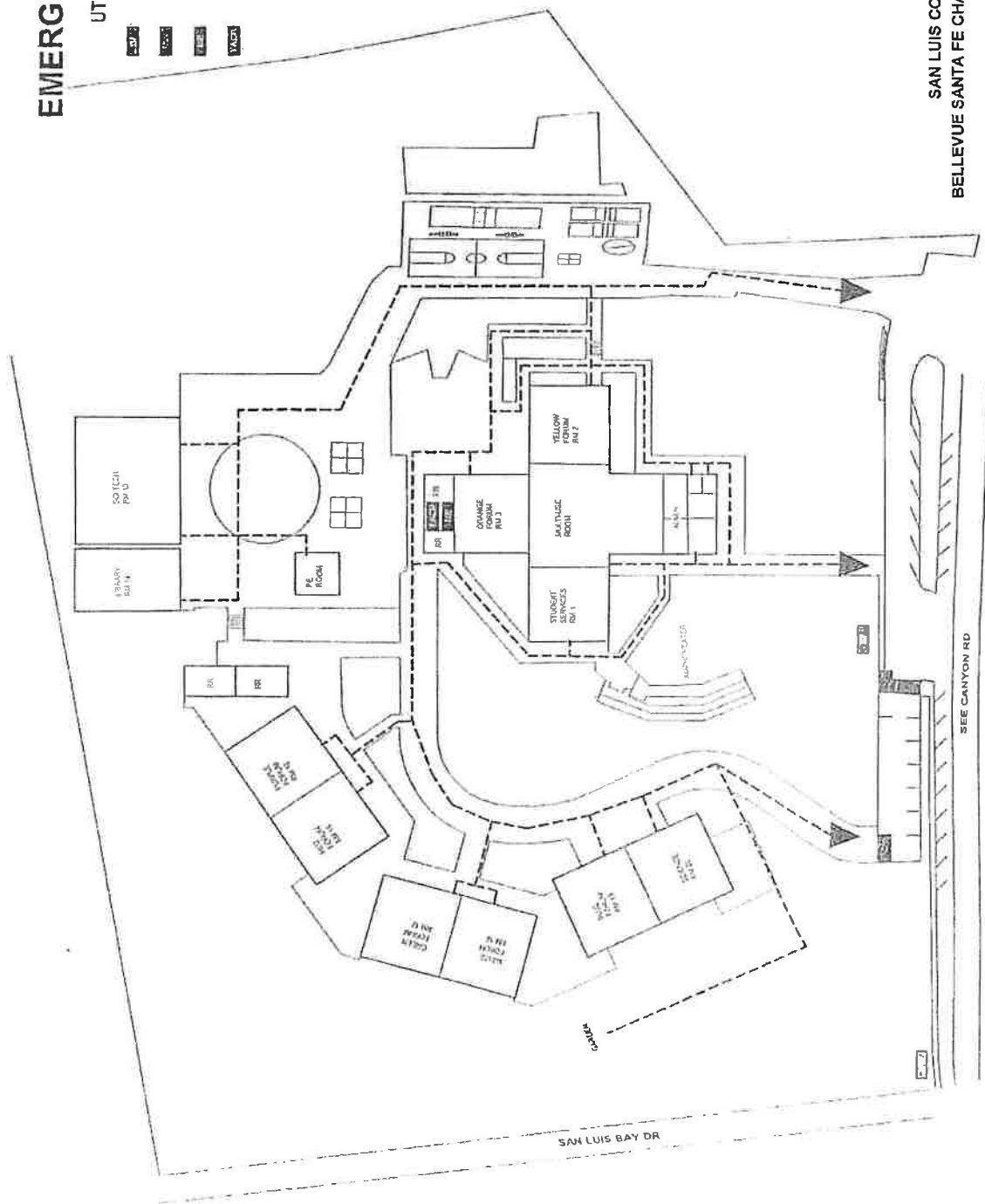
- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

#### **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

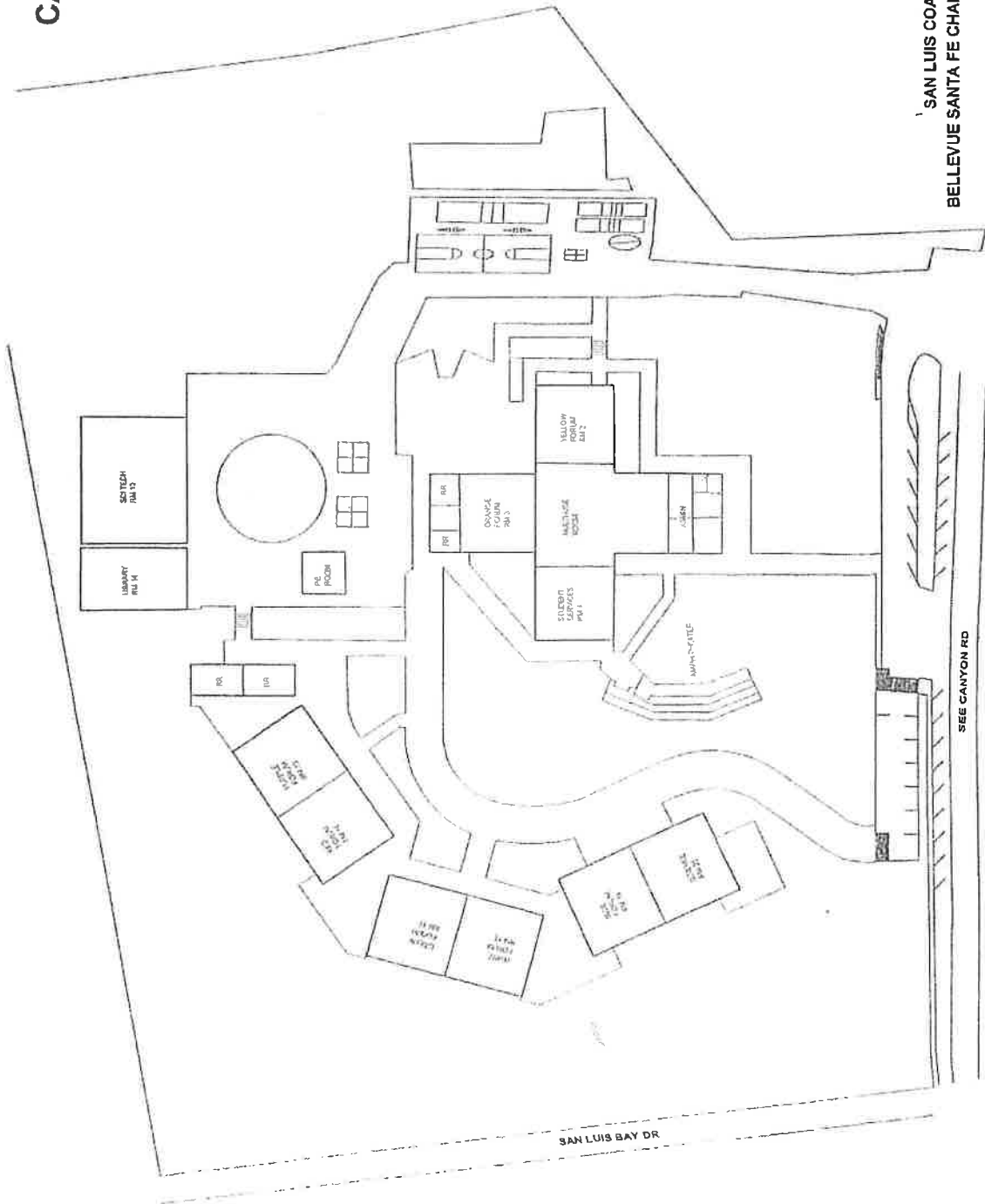
- UTILITY SHUT OFF LEGEND**
-  UTILITY SHUT OFF
  -  IRRIGATION MAIN SHUT OFF
  -  MAIN WATER SHUT OFF
  -  MAIN ELECTRICAL SHUT OFF
  -  FIRE ALARM CONTROL PANEL



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



# CAMPUS MAP



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

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## EMERGENCY RESPONSE

## FIRE

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### Within School Building

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Notify the Fire Department (call 911).
- 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.
- 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

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## EMERGENCY RESPONSE

## PANDEMIC FLU

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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

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## ADDITIONAL DISTRICT PANDEMIC FLU GUIDELINES

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### 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 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. Science teacher 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.

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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/ls/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

<https://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

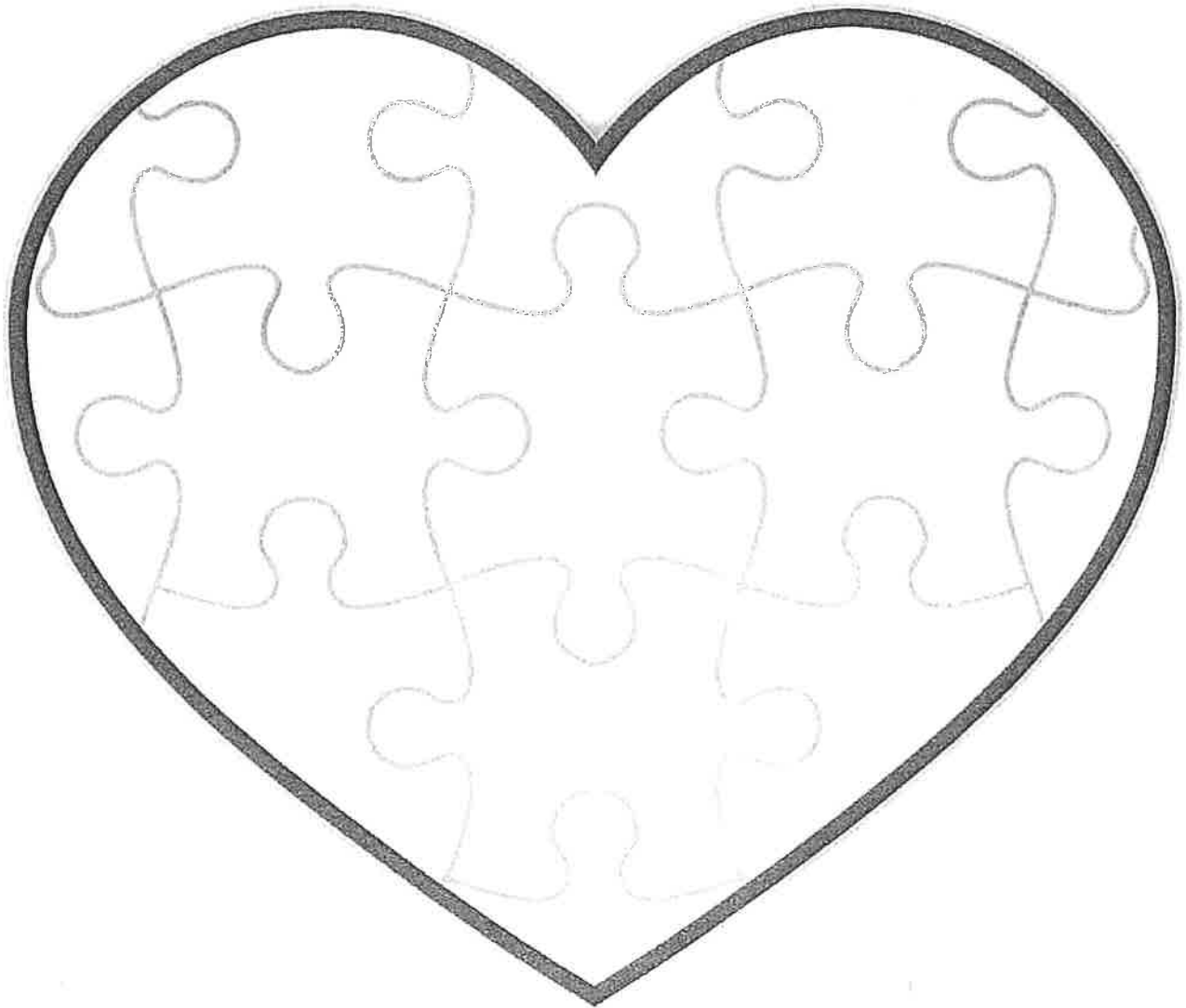
<http://www.thehelpfulcounselor.com/18-coping-skills-strategies-for-children-and-teens/>



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.

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\_\_\_\_\_ **'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 school is 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])

**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).

**GROUNDS FOR 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 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 is 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)

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

AR 5144.1 (page e)

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 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 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, principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The principal 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 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 principal 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 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, 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, or designee, determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. 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 PRINCIPAL OR PRINCIPAL'S DESIGNEE (continued)**  
**Suspension and Expulsion/Due Process**  
h)

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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 principal 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 principal 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 principal 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, 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 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**

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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 school'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**

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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 Principal/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 principal/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 principal/designee, removal will promote the educational interests of the student and the school and not adversely affect the school, the principal/designee may remove the record of the suspension. The principal's/designee's decision shall be final and not subject to review.
2. The principal/designee shall notify the student or parent and the principal of the school attended by the student of the principal'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 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 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, 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, or designee finds that expulsion is inappropriate due to particular circumstances, the principal, 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, 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 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 SAFETY  
RELATED  
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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
- 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
- Extra Curriculars
- 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 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 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.
  - Take care of school buildings, grounds and materials.

### 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 outcomes. Each teacher develops a set of classroom 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 an alternative educational model than the one offered at BSFCS.

GB Approved 10 27 22

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. *Clothes shall be sufficient to conceal undergarments at all times.* 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/guardian 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 schoolwork.
- Use of teacher approved apps.
- Use of Google Apps for Education account to store work created for school assignments.
- 4<sup>th</sup>-6<sup>th</sup> 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 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.

## 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/ls/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>

GB Approved 10 27 22

## **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.

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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?

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

I have attached supporting documents.  Yes  No

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  
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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 educational partners' 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/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 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
- Annual Auction
- Fundraising
- School garden
- Lunch Duty
- 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 is and 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 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.

All volunteers will sign in and out, in the school office.

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 in and out of the Visitors Log Book in the main office.

GB Approved 02 15 2024

## 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

## BELLEVUE-SANTA FE CHARTER SCHOOL Governing Board Calendar 2023-24

AUGUST 2023	SEPTEMBER 21, 2023	OCTOBER 19, 2023	NOVEMBER 15, 2023
<p><u>Open Session: 4:00</u> - hiring</p> <p><u>Open Session: 4:05</u></p> <p><u>Information:</u>                      CAASPP Report                      Brown Act Training                      Food Service Update                      Public Hearing:                      Instructional Materials Sufficiency</p> <p><u>Discussion:</u>                      Governing Board Goals                      Appoint GB Officers                      Principal/Administrator Goal Setting</p> <p><u>Action:</u>                      Appoint GB Officers                      Instructional Materials Sufficiency</p>	<p><u>Closed Session: 4:00</u> - hiring</p> <p><u>Open Session: 4:05</u></p> <p><u>Information:</u>                      CAASPP Data Review</p> <p><u>Discussion:</u>                      Homework Policy - 1<sup>st</sup> reading                      Grading Policy - 1<sup>st</sup> reading                      Principal Goal Setting</p> <p><u>Action:</u>                      2022-23 Unaudited Actuals Report                      Principal Goal Setting</p>	<p><u>Open Session: 4:00</u></p> <p><u>Information:</u>                      Curriculum and Instruction:                      • Mid-year Report</p> <p><u>Discussion:</u>                      School Accountability Report Card (SARC)                      Employee Contract negotiations (3 year)                      Parent Involvement Policy - 2<sup>nd</sup> reading                      LCAP - mid-year review</p> <p><u>Action:</u>                      School Accountability Report Card (SARC)                      Parent Involvement Policy                      LCAP - mid-year review                      GB Election - ratify results                      Annual Financial Audit</p>	<p><u>Open Session: 4:00</u></p> <p><u>Presentation:</u>                      6<sup>th</sup> Grade CIMI Presentation presentation</p> <p><u>Discussion:</u>                      2<sup>nd</sup> Interim Budget Report                      GB Election Process                      School Safety Plan</p> <p><u>Action:</u>                      2<sup>nd</sup> Interim Budget Report                      GB Election Process                      School Safety Plan</p>
DECEMBER 14, 2023	JANUARY 25, 2024	FEBRUARY 15, 2024	MARCH 21, 2024
<p><u>Closed Session: 4:00</u> - Parareducator Salary Schedule</p> <p><u>Open Session: 4:05</u>                      Anticipated Litigation</p>	<p><u>Open Session: 4:00</u></p> <p><u>Town Hall (LCAP - Items of Interest) 4:30</u></p> <p><u>Information:</u>                      Statement of Economic Interest                      GB Candidate Statements</p> <p><u>Discussion:</u>                      FERPA - 2<sup>nd</sup> reading                      2024-25 Instructional Calendar (1<sup>st</sup> reading)                      Parent Involvement Policy - 1<sup>st</sup> reading</p> <p><u>Action:</u>                      FERPA                      2024-25 Instructional Calendar (1<sup>st</sup> reading)</p> <p><u>Consent Agenda:</u>                      Approval of 6<sup>th</sup> Grade Overnight Fieldtrip</p>	<p><u>Open Session: 4:00</u></p> <p><u>Information:</u>                      Curriculum and Instruction:                      • Mid-year Report</p> <p><u>Discussion:</u>                      School Accountability Report Card (SARC)                      Employee Contract negotiations (3 year)                      Parent Involvement Policy - 2<sup>nd</sup> reading                      LCAP - mid-year review</p> <p><u>Action:</u>                      School Accountability Report Card (SARC)                      Parent Involvement Policy                      LCAP - mid-year review                      GB Election - ratify results                      Annual Financial Audit</p>	<p><u>Open Session: 4:00</u></p> <p><u>Presentation:</u>                      6<sup>th</sup> Grade CIMI Presentation presentation</p> <p><u>Discussion:</u>                      2<sup>nd</sup> Interim Budget Report                      GB Election Process                      School Safety Plan</p> <p><u>Action:</u>                      2<sup>nd</sup> Interim Budget Report                      GB Election Process                      School Safety Plan</p>
APRIL 18, 2024	MAY 16, 2024	MAY 30, 2024	
<p><u>Open Session: 4:00</u></p> <p><u>Discussion:</u>                      GB Parent Representative opening</p> <p><u>Action:</u>                      GB Parent Representative opening</p>	<p><u>Open Session: 4:00</u></p> <p><u>Public Hearing:</u>                      2024-2025 Proposed Budget and Local Control Accountability Plan (LCAP)</p> <p><u>Discussion:</u>                      2024-2025 Budget                      Review Governing Board Goals                      2024-25 Personnel Handbook</p> <p><u>Action:</u>                      GB Election - ratify results                      2024-25 Personnel Handbook</p>	<p><u>Closed Session: 3:30</u></p> <p><u>Principal/Administrator Evaluation</u></p> <p><u>Open Session: 4:00</u></p> <p><u>Presentations:</u>                      6<sup>th</sup> Grade Student Service Projects</p> <p><u>Information:</u>                      Curriculum and Instruction:                      • Year-End Report                      CDE Dashboard Local Indicator Report: 1/24-6/24</p> <p><u>Discussion:</u>                      2024-2025 Budget Adoption                      2024-2025 LCAP Adoption</p> <p><u>Action:</u>                      2024-2025 Budget Adoption                      2024-2025 LCAP Adoption</p>	